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ABSTRACT

An evaluation team visited each of nine program sites to evaluate Pennsylvania's summer migrant education programs. Evaluation criteria were based on the Eleven National Goals of Migrant Education, state goals (dealing with staff development, curriculum, communities, and administration), and local objectives which considered regional differences. Findings indicated satisfactory compliance with evaluation criteria in all programs, and changes in the migrant populations, i.e., decreasing numbers, increasing proportions of Spanish-speaking workers (especially Puerto Rican and Mexican migrants) and ever-growing population of five-year provisional migrants. The evaluation report contains individual project summaries, each of which gives background information, evaluation by local, state, and national objectives, reports on curriculum and supportive services, evaluation team recommendations and commendations, and concerns expressed by project personnel. The report summarizes statewide findings on curriculum, bilingual education, career and vocational education, and supportive services (health education, agency interaction, parental participation). A listing of the evaluative criteria used is included. Appendices contain material on the Migrant Teacher Resource Center, Migrant Student Record Transfer System, recruitment, and testing. (RS)

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Pennsylvania Migrant Education

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1977 REPORT

RC 011008

RC 011 008

PENNSYLVANIA MIGRANT EDUCATION EVALUATION REPORT

1977

Prepared by
Pennsylvania Migrant Education Evaluation Staff

Commonwealth of Pennsylvania

Department of Education

Commonwealth of Pennsylvania
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Department of Education
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Millersville, PA 17551

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INTRODUCTION

Pennsylvania is host to a variety of migrant populations which differ greatly in character, depending on such parameters as geographic location, racial and ethnic makeup, and type of farm labor provided. In the past, the classic "Eastern Stream" migrant was predominant through the state. Following the crops north from Florida and Georgia, with all members of the family ready to work the field as soon as possible, the usually black Eastern Stream migrants worked the northern crops from May to October and then returned south to their home states in September and October.

Much of this description has changed in recent years, however. The migrant population has shifted, generally decreasing in number (although scattered counties display minor increases). There has been an increasing proportion of Spanish-speaking workers, especially Puerto Rican and Mexican migrants.

Reports from the migrant education program site directors indicated an ever-growing population of five-year provisional migrants, particularly in the Puerto Rican community. This trend was most evident across the state where former migrants have found work in the year-round mushroom and food-processing industries.

The educational programs were designed to meet the academic, vocational, and social needs of this segment of our population. Supportive services from the many agencies at the local and state level and the cooperation of local school districts were very effective in coordinating the efforts for improving educational opportunities, social, and health, and other services for this very essential work force in our state.

The project reports are based on the visits of an evaluating committee to each site. Criteria used in evaluating the project was based on the Eleven National Goals of Migrant Education and the objectives as listed in the project application.

The efforts of the personnel of the Division of Compensatory Programs, Office of Basic Education, Pennsylvania Department of Education, Mr. William Dallam, Chief, and Mr. Joseph E. Dunn, State Migrant Education Coordinator, along with Health and Welfare experts were utilized in the development and supervision of the program.

PART I

STATE SUMMARY & GENERAL INFORMATION

Involvement of Agencies in Promoting Programs for Migrant Children

The success of the Pennsylvania Migrant Education Program is dependent on the cooperation of many state and related agencies. The following organizations have been helpful in implementing the educational program for the Pennsylvania Migrant Education Program:

Bureau of Human Resources	
Department of Community Affairs	717/787-1984
Department of Education	
Joseph E. Dunn, State Migrant Education Coordinator	717/787-7135
George B. Inskip, Assistant to the Coordinator	717/642-8925
Department of Environmental Resources	717/787-2450
Department of Health	
Department of Public Welfare	717/787-1870
Department of Revenue	717/787-8251
Pennsylvania Association for the Blind	
Pennsylvania Catholic Conference	717/238-9613
Pennsylvania Council of Churches	717/545-4761
Pennsylvania State Police	717/787-2541
Technical Staff, Millersville State College	717/872-5411 Ext. 738
Michael Reed, MSRTS Coordinator	
Manuel Recio, PA/Puerto Rico Liaison Officer	
Jean Betty diSabatino, Program Specialist	
Paula E. Stoup, Migrant Teacher Resource Center Director, Public Relations Specialist	
Marilyn L. Canoles, Terminal Operator, Secretary	

PENNSYLVANIA MIGRANT EDUCATION OBJECTIVES

National Objectives

Every project was evaluated based on the eleven national goals and objectives. The Evaluation Team was most impressed with all of the projects' dedication to the fulfillment of those national goals. The Evaluation Team familiarized themselves with the National Objectives and after every project visitation reviewed the overall program basing the evaluation from the Evaluative Criteria. The team discussed at length each objective when reviewing the different projects. The team reviewed with project staff the findings from the Evaluative Criteria.

In conclusion, the Evaluation Team is pleased to report that every project in Pennsylvania was indeed operating their program with all eleven national objectives as a priority.

State Objectives

This year for the first time, the Evaluation Team reviewed every project taking into consideration the attainment of goals created at the state level. It was obvious that every project director was well aware of what goals were considered to be of great priority. The team looked most favorably upon the implementation of the state goals at every project site across the state.

For evaluative purposes, the state goals were added to the checklist of eleven national goals. The team accordingly used the list of state objectives as an instrument in reviewing the projects.

Local Objectives

As mentioned in almost every project report, the evaluation team feels that it is essential for each project to create a sound list of local objectives so that each project can deal more specifically with their own particular priorities.

Every project in Pennsylvania has their own specific priorities. Some of the reasons for the differences of the various projects are as follows:

1. Location of project (church, elementary school, college campus, etc.)
2. Type of migrant population (true migrant, five year provisional)
3. Needs of children due to cultural backgrounds (Black, Puerto Rican, Mexican/American, Anglo, etc.)
4. Different philosophies of project administration and staff
5. Differences of teacher/pupil ratio and availability of aides
6. Differences in budgets
7. Length of summer program.

The Evaluation Team was pleased that despite the many differences, every project did create a list of objectives. Those objectives were adhered to throughout all phases of the program, especially those dealing with curriculum.

Statewide Curriculum Summary

Much of the curriculum observed at the various migrant projects in Pennsylvania during the summer of 1977 reflected the experience and expertise that results from a strong statewide staff at the grassroots level. Ideas, methods, modes, delivery systems, and the entire gamut of instructional methodology clearly expressed the positive attitudes generated toward the migrant child in the state of Pennsylvania.

Curriculum, methodology, and learning go hand in hand. Without one there will be a convincing and disasterous breakdown of the others. The handling of these three areas by the statewide migrant staff was so expertly done that migrant education in Pennsylvania has an exceptionally strong base to build upon for years to come.

Much of what was observed in the areas of curriculum was essentially standard statewide. All projects insisted upon a strong program in the basic skills. As a matter of fact, some projects termed them the survival skills, and well they may be, especially for the migrant child. Kindergarten and pre-school classes were conducted wherever that population occured. The Pennsylvania migrant early childhood component was viewed with the highest regard across the state. This particular component was comprehensive in nature and highly successful in results. Other components statewide included social studies, science, phyiscal education, art, music, career awareness, pre-vocational education, health education, etc., each with its own little twists at different migrant sites. Perhaps one of the most rewarding reflections of the state evaluation team this summer was seeing the strong thrusts in the areas of career awareness, pre-vocational education (industrial arts, home economics, business education, etc.), and health education. If migrant children are to "soar with the eagles", then emphasis in these latter three areas will surely provide them with the strength to hit these unconquered heights.

One of the easiest things to observe in Pennsylvania's migrant summer of '77 was learning taking place. It was everywhere. In academic areas children demonstrated learning through responses in class, aiding their peers, but most of all in the smiles on their faces when they garnered a little bit of that virgin domain, namely success. Supportive areas reaped large chunks of learning through the project approaches. Migrants made, and made, and made some more, and then they were allowed to take it home with them, be it a stool or a bird house, or a spice rack, or whatever, they took it home from school with pride, because successful learning was once again theirs. Learning was indeed everywhere, and in the summer of '77 it was contagious.

The greatest differences across the state were found in the delivery systems for instruction, but even here, the differences did not represent extremes in education philosophies. While most projects used the general ideas surrounding the language experience approach as a technique for achieving skill in beginning reading, the modifications of this approach and the different spin-off activities resulting from it were as different as the children in the classes. Much of what has just been said about the language experience approach can also be said for each and every curriculum component statewide. Methodology was basically modified to meet the specific strengths and weaknesses of the children involved. In essence, diagnostic teaching resulted in successful learning.

In conclusion, the feelings of the members of the State Evaluation Team regarding the Migrant Education Programs for 1977 can best be summed up in two words: highly successful.

Bilingual Education

Bilingual education is very important statewide in the migrant programs in Pennsylvania. It is a necessity that all the bilingual migrant students learn English as a second language, since migrant children would be lost in the American society without it. Our English society is discriminating in nature and, therefore, the migrant would be considered uneducated existing in it. Consequently, the migrant child never would be able to have a chance at success in life.

There is a definite necessity for instruction in both languages. The migrant needs English to learn the skills necessary for functioning in our American society, Spanish to help the child retain his cultural heritage and effectiveness.

Cultural enrichment in almost all migrant programs statewide was used to develop a positive self-image.

All the programs observed had an abundance of bilingual materials. Books, music, learning centers, activities, poetry, records, etc. were readily observable in use at all sites.

In conclusion, all the migrant programs involved with bilingual education have done a fantastic job. The bilingual teachers and aides, instructing in both languages, reinforcing the need of the bilingual migrant child, was viewed most positively by the state team. In addition, cultural awareness, parental involvement, and fiestas, etc. enhanced the overall program. And finally, with the help of the materials available at the Migrant Resource Center, Pennsylvania's migrant program can only be improved for all migrants statewide.

Career and Vocational Education

All of the programs have achieved various degrees of success in meeting national objective number 5 relating to pre-vocational orientation and vocational skill training for older migrant children.

All of the students participated in field trips which were career oriented and participated in discussions with visitors who represented jobs in the communities.

There was an abundance of career education reading materials, including the Popeye Career Comic Series, Getting a Job, Real People at Work Career Vignette Series, Discover the World of Work, and others which provided extensive knowledge about many occupations. Many of the reading materials were written in Spanish, which was beneficial to the many Spanish-speaking students in the program. The books were available in the classrooms and in the libraries and were used to increase the students' career awareness.

The programs included hands-on experiences in industrial arts and home economics. Students in various programs were observed making wooden benches, birdhouses, wall plagues, learning to do household repairs, and maintenance such as replacing faucet washers, installing electrical outlets, and learning other practical skills. Some programs conducted home economics classes in fully-equipped home economics rooms and other programs created these areas with portable ovens, hotplates, sewing machines, and other equipment. Projects included sewing such items as swim trunks, skirts, and bookbags, macrame, cooking, shopping, and housekeeping and other practical activities. It is noteworthy that all home economics and industrial arts were co-educational and were enthusiastically accepted by both boys and girls.

Other career oriented activities included use of the Singer/Graflex Vocational Unit, a career education bus equipped with numerous current career education audio-visuals furnished by a state college, assembly of a playhouse, assembly of a small operational car, craft activities, and use of business machines and selling techniques.

The patience and dedication of all of the instructors as they worked to provide meaningful activities suitable for the various ability levels of the students is commendable in every instance. The incorporation of reading and math into these classes is praiseworthy.

One of the programs provided a career education class for older students to increase their values for seeking and retaining jobs and to improve the students' self-concept.

There is a need to provide the older secondary students (especially staygrants) with more vocational counseling and skill training related to jobs in their communities so that they can qualify for jobs which are alternatives to migrant agricultural work. Some suggestions for accomplishing this goal encompass activities from vocational areas including health occupations (visits to hospitals, assisting the project nurse, becoming hospital volunteers or part-time employees), business education (selling, preparing displays, advertisements), and technical education related to jobs in the community.

Where it is not feasible for the migrant education program to provide training, efforts should be made to place these students in other vocational training programs to accomplish this task.

The need for career guidance is especially critical for migrant students who have benefitted from the academic and vocational phases of the programs and whose ultimate goal is to obtain meaningful, profitable work and to become useful citizens.

SUPPORTIVE SERVICES

During the past several months the Pennsylvania Department of Education Evaluation Team has had the privilege of traveling through Pennsylvania to evaluate/observe each migrant program. The following manifests an analysis of these findings in supportive services.

Health Education/Services

The Pennsylvania migrant education early childhood developmental and secondary program components are designed to meet the needs of migrant children in the area of health services through the following objectives:

a. Provide medical examinations/treatment
b. Provide visual, auditory, dental examinations and follow-up treatment
c. Provide emergency medical care
d. Provide necessary immunizations
e. Provide a nutritious diet
f. Provide health and nutrition instruction.

Throughout the state an effective effort is being made in each program to realize these objectives, thus providing a high quality care to meet the child's nutritional, medical, emotional, social, and developmental needs.

This effort differs in most of the programs, due to the resources, interaction, and cooperation available in each community.

Several projects utilize medical centers and have all health services, i.e. physicals, immunizations, vision/hearing screenings, and lab work completed during one scheduling. Some utilize the early prevention screening diagnostic and treatment program to provide in-depth, on-going, non-duplicating health services. Still, others have private physicians complete on-site physical evaluations.

A few projects need to implement earlier screenings and avenues for treatment to compliment their already existing provisions, thus completing their health objectives.

The projects' health responsibilities are designed to correct, alleviate, and identify all health problems and provide necessary referrals. Everyone seems to agree that to provide maximum educational opportunities for each migrant child, the health program must provide adequate health services in identification, maintenance, treatment, and prevention of illness and diseases.

A very positive consequence for most programs has been an on-site nurse. Her role includes emergency measures, completion of health services and health education. Her presence encourages a special rapport with the migrant children, thus allowing a more complete service/screening in meeting their particular needs. The fact that a nurse is on-site daily diminishes the risks of "what do we do" if an accident occurs. Another benefit is the medical facilities and supplies available in the schools/churches for general use as well as emergencies. Her degree of success is evidenced by the thorough interactions of the students, parents, community, and administration. This is a definite strength to the overall success of each program that utilizes a project nurse.

The nucleus of health education manifested across the state is to help our migrant children to gain an insight to the importance of maintaining a proper balance between rest, relaxation, and work. To accomplish this, instruction consisted of basic health subject areas such as nutrition, dental, safety, personal hygiene, and first aid. This main thrust was realized through a cooperative team approach between the project nurse and teachers using planned health educational units. Many projects used an individual/personalized method along with structured classroom activities by the on-site nurse with teacher follow-through. In several areas the project nurse served as a resource reinforcement to classrrom learnings. Most programs included health education as a multi-facet curriculum with learning centers, audiovisual aids and hand-outs as elements for fostering learning. Films, guest speakers, and field trips were also primary in helping with effectiveness. A common goal was to help make health education an integral part of a daily living with an emphasis to improve self-image. It was a rare project that did not evidence this accomplishment.

Agency Interaction

The success of agency utilization is apparent at most projects visited by the wealth of benefits/services provided for these migrant children. Interagency cooperation allows flexibility necessary to meeting these children's needs. Because of the diversity of backgrounds and home environments, a dual effort between agencies becomes a vital operation to the well being not only of the migrant child, but of the migrant family as well. Because of this joint co-existence, the migrant's immediate and long-range needs are identified and properly channeled to assure effective solutions. In many areas a resource richness lends to active participation of agencies at all levels permitting community involvement and a success of supportive services. The success of our migrant programs is contingent upon the efforts of our many agencies.

Of special value and a key to the success of all our projects is the input of caseworkers, social workers, and recruiters. Their role plays an important part in the communications and development of services provided to parents and students. Their role of obtaining and identifying the needs of these children and their families establishes a liaison of cooperation. This is vital for identification of the migrants and their needs. Their visitations of camps, homes, and agencies enhance services to all eligible migrants. Data gathering, transporting, and community participating enhance their effective need. Involvement with the migrant child, family, and community, as well as the teachers, nurse, and administration places an overwhelming demand on their services. This support is essential to the directional accomplishments of most programs statewide.

Parental Participation

Parental involvement through a Parent Advisory Committee has been planned for and incorporated in most of our Pennsylvania migrant programs. One project has this group stemming from the functions, activities, and objectives of the regular school year. Another uses the provisional parents as a nucleus of positive, directive participation revolving around the children's needs. Others provide involvement and enjoymnet through field trips, fiestas, classroom activities, and cultural meals for parents and students alike. Still others are in the planning stages of getting such a group started. The principle goal of these parent groups is that the success of the children in the summer program depends on the parents' understandings of the program's role and offerings. Parental interaction is hoped to enhance communications, educational development, and cooperation. Carry-over into the homes and educational value recognition through the parents provides encouragement for these children in their academic success. The rewards of parent participation and directional involvement are positive communications necessary for successful projects.

Definition of Agricultural Activity

"The classification of agricultural production covers establishments (farms, ranches, dairies, greenhouses, hatcheries, etc.) primarily engaged in the production of crops or plants, vines and trees (excluding forestry operations); and the keeping, grazing, or feeding of livestock for the sale of animal products (including serums), for animal increase, or value increase. Livestock as here used includes poultry of all kinds, rabbits, bees, and fur bearing animals in captivity, in addition to mules, asses, burros, horses, cattle, sheep, goats, and hogs. This division also includes establishments primarly engaged in the operation of dry lot or farm dairies, nurseries, greenhouses, sod farms, mushroom cellars, cranberry bogs, apiaries, poultry hatcheries, fur farms, and the production of bulb, flower, and vegetable seed crops."

HEW Definition of Migrant

"Currently migratory child" means a child who has moved with a parent or guardian within the past twelve months across a school district boundary or boundaries in order that a parent, guaridan, or member of his immediate family might secure temporary or season employment in an agricultural or fishing activity. In those cases where the school district boundary coincides with a state boundary, "currently migratory child" means a child who has moved with a parent or guardian within the past twelve months across a school attendance area boundary or boundaries within the school district boundary in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in an agricultural of fishing activity.

"Formerly migratory child" means a child who, with the concurrence of his parents, is deemed to be migratory child on the basis that he has been a currently migratory child as defined in this section, but has ceased to be a currently migratory child within the last five years and currently resides in an area served by an agency carrying out a program or project under this part.

1 = interstate 2 = intrastate 3 = provisional

PART II

INDIVIDUAL PROJECT SUMMARIES

Evaluation of 1977 Summer Migrant Programs

The following project summaries are based on a visit to each migrant educational program by an evaluation team. During the first day an orientation meeting was held with the key personnel. At this meeting the program objectives were outlined for the committee. The second day the team visited the different areas of the program using the Eleven National Goals and the local objectives in determining the effectiveness of the program. Following the classroom visitations, the committee reviewed the evaluation with project personnel. A copy of the report was given to the project director and the state director. The summaries that follow are the same as given to the state and project directors.

State Evaluation Team:

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Fairfield, Pennsylvania 17320

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West Chester, Pennsylvania 19380

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182 Summitt House
West Chester, Pennsylvania 19380

Kenneth Stoltz
5211 Royal Drive
Mechanicsburg, Pennsylvania 17055

The team was chaired by George Inskip, Assistant to the State Coordinator. He has been associated with migrant education since 1962 when he was Assistant County Superintendent of Schools. In 1971, he was Federal Program Specialist for Lincoln Intermediate Unit #12 when he supervised migrant programs in Adams and Franklin counties.

Callie Aderson, a business education teacher in the Philadephia public schools, is a doctoral candidate in the Temple University Vocational Education Administration Program. She has also had several years experience as a monitor in the Pennsylvania Migrant Education Program.

Inmaculada Behr, from Harrisburg, was born in Spain and formally taught Spanish at a Catholic High School in Mechanicsburg. Her insights and perceptions have been a real asset to the migrant program for several years.

Robert Cieless, from West Chester, is currently Reading Supervisor in the West Chester School District. Bob brings to the program his seven years of experience with the Migrant Education Program as a teacher, monitor, and evaluator.

Ruth (Marcia) Stein is presently a school nurse in the West Chester School District. She is experienced in hospital nursing and school nursing. She served two years as project nurse in the West Chester Migrant Education Program. Her expertise in health programs has enhanced the team's ability to evaluate the supportive services in the migrant education programs.

Kenneth Stoltz, from Mechanicsburg, is presently teaching Spanish at the Boiling Springs High School. His previous experience with the Migrant Education Program consists of four years as a monitor and evaluator for the Adams and Franklin county sites.

Calendar of Visitation by Evaluation Team

Abington Heights School District	- August 21, 22, 23
Centennial School District	- August 15, 16, 17
Central PA Regional Migrant Child Development Program	- August 8, 9, 10, 11
Central Susquehanna Intermediate Unit	- August 23, 24, 25
Chester County Intermediate Unit	- July 25, 26, 27
Cheyney State College	- July 18, 19
Millersville State College	- August 1, 2, 3
Northwest Tri-County Intermediate Unit	- July 12, 13, 14
West Chester Area School District	- July 20, 21, 22

Abington Heights School District
Clarks Summit, Pennsylvania
(Lackawanna, Luzerne, and Wyoming counties)

I. Administrator of Grant: Dr. A. William Vantine, Superintendent
Abington Heights School District
Clarks Summit, Pennsylvania 18411

II. Project Director: Patricia H. Williams
Abington Heights School District
Clarks Summit, Pennsylvania 18411

III. Testing Program: Botel Word Opposties
Monroe Math
FACES
Phonics Inventory
Carrow

Background Information

The Abington Heights summer migrant program consists of two sites. One is the Newton Ransom Elementary School which is in the Abington Heights School District of Lackawanna County. The second site is Ross Elementary School of the Lake Lehman School District of Luzerne and Wyoming counties.

The enrollment at Newton Ransom Elementary were black Americans and Puerto Rican children who migrated with their families from the southeastern section of the United States. The enrollment at Ross Elementary were of Mexican-American origin who migrated from the Florida and Texas areas.

Agriculture in the area consists of vegetable crops. Tomatoes are the most prevalent crop although pickles, cabbage, and other vegetables are also grown. Due to the smaller size of farms and fields in the area, mechanization is not practical for the harvesting of these crops. Migrant families come to pick tomatoes and a few of the smaller vegetable crops.

Growers from the area provide housing for the migrant families in the form of labor camps.

National and State Objectives

The first facet of this objectives report deals with the project's involvement with the fullfillment of the eleven national objectives and the objectives written at the state level. The evaluation team observed each project and afterwards discussed jointly if/how all of the objectives were in the process of being attained. We believe that if each project tends to follow all of the guidelines written in the Evaluative Criteria that a concise and thorough program will be offered to the migrant children.

Based on the high degree of positive responses from the Evaluative Criteria checklist, it has been concluded that the Abington Heights migrant program is being operated with the national and state goals very much in mind. The team was most impressed with the administration and staff's dedication to the fulfillment of these goals. Any strong points or weak points of the project will be dealt with later on in the report under Commendations and Recommendations.

One must realize that this particular segment of the report is basically an overview of the entire project. More specific components of the program (i.e. curriculum, health services, staff in-service, administration, cooperation with local agencies, etc.) will be discussed later in the report.

The administration and staff are to be commended for their involvement in attempting to attain the following objectives:

1. Improviding communication skills.
2. Pre-school and kindergarten experiences.
3. Provide the children with specially designed curriculum.
4. Provide activities which will improve children's social growth.
5. Provide pre-vocational and vocational skill training.
6. Utilization of every available funding program.
7. Develop in each program a component of intrastate and interstate communications.
8. Develop communications involving the school, the community, and its available agencies.
9. Provide dental, medical, nutritional, and psychological services.
10. Establish relationships between project staff and the clientele served.
11. Increase staff self-awareness by conducting in-service and pre-service training.

As previously mentioned, the staff is deeply involved in working to achieve these eleven objectives. If successful, we are most certain that the children will benefit greatly from their experiences at Abington Heights.

Local Objectives

As well as evaluating each migrant project based on the national and state objectives, the team also takes into account each project's involvement with their own local objectives. The team feels that a stron list of local objectives are important so that each individual project can deal more specifically with their own priorities. Before visiting the project, the team reviews the local objectives as submitted in the program narrative. During and after our visitation the team discusses if/how the local objectives are in the process of being attained. Any particular weak points or strong points will be dealt with in the section of the report dealing with commendations and recommendations.

The local objectives at the Abington Heights project include the following:

1. The program will help to provide continuity in each child's education.
2. Children will receive proper medical care.
3. The student will experience success and develop a healthier self-concept.
4. The children will develop a greater appreciation for their cultural heritage.
5. The children will receive a nutritious breakfast, a hot lunch, and a snack each day.
6. Through educational and recreational field trips, children will become acquainted with people of different cultural backgrounds, occupations, races, and economic levels.
7. When necessary, children will receive proper clothing.
8. The children will receive swimming instruction.
9. As a result of physical activities, each child's sensory motor perception will improve and grow in accordance with the developmental stages.
10. Through bilingual instruction communication skills of all children will improve.
11. The need for regular school attendance will be developed.
12. Through Saturday field trips, children will benefit from being out of the camp environment.

Based on the observations and discussions by the state evaluation team, we are pleased to say that the Abington Heights migrant program is operating with the local objectives as a great priority. The team felt that the program was concise, thorough, and well organized. The staff is to be commended for their love and dedication to the children of the program.

Curriculum Report

Day Care Component - Because of the nature of the Abington Heights migrants, children of day care age to, and including, pre-school age have been enrolled. Many of the children of day care age can only perform very limited educational tasks. It is a compliment to the teachers involved that they handle this extremely wide maturational range.

Early Childhood Component - The early childhood segment of the curriculum focuses primarily on the readiness activities so common with this type of a program. Eye-hand coordination, storytelling, small and large muscle development were all activities in which the children were involved. These pre-schoolers were also involved with the day care aspect of the program, however, the instructional activities for the pre-schoolers were capably handled.

Language Arts/Reading - The majority of all classes were self-contained. Therefore, reading was handled by the regular classroom teacher. Seat work, workbook activities, story telling, commercially-prepared material were used as a part of the main delivery system in this very important discipline. In addition, the state evaluation team was very pleased to see the implementation of the Language Experience Approach as one of the main modes of reading instruction, especially at Newton-Ransom. Learning center activities were also used to supplement where needed.

Mathematics - As in reading, math was handled as part of the regular classroom routine. Children were divided into math groups according to specific strengths and weaknesses. Math instruction was then offered to the students in order to remediate their basic math deficiencies, and also to expand their math skills to the next level of proficiency. In addition, the Consumer Approach in math was also observed. Students purchased items from newspapers, made change with cash registers, and were involved with learning center activities that supplemented the underlying current of consumerism.

Science - Instructional activities in science were offered as an addition to the overall curriculum. Hands-on activities in this area offered a great deal of variety to the curriculum. Children were actively involved with plant kits, science films, and other such presentations that greatly enhanced this particular component.

Music and Art - The supplementary activities of music and art are handled by the classroom teachers as a part of the normal classroom routine. Choral singing, sing-alongs, and general music activities are all a part of the instructional aspects of this component. Art is also handled as a part of the normal school day. Drawing, work with water colors, tempra paints, etc. are all a part of this component. In addition, craft instruction given by the career teacher to some of the younger children overlapped into the art area. Students observed in this area always seemed to enjoy whatever it was they were doing, in addition to being constructive participants.

Organized Physical Education/Swimming - Instructional activities in physical education were in the capable hands of a physical education instructor. Students received two days of organized physical education. Many of these activities were those that would normally be observed during the normal school year (games, sporting activities, planned play, etc.). Swimming instruction was also offered to all students two days per week. The majority of these activities were instructional in nature. Students learned safety, buddy system, and instructional swimming techniques. It should also be pointed out at this time that Abington Heights' migrant staff conducted a recreational program in the evening from 7:00 to 9:00 p.m. Activities included recreational swimming, basketball, and other gym oriented activities. One of the unique aspects of these recreational evenings was the parental involvement. Parents were invited to participate and were actively interested as evidenced by their attendance.

Bilingual Education - Because of the high influx of Mexican-Americans at the Ross Elementary School, a bilingual component was most necessary at that site. Students were taken from various classes and were given instruction in English. Spanish instruction was handled incidentally as particular problems arose in the native tongue.

Cultural Activities - One of the underlying themes running through the Abington Heights School District Migrant Program was cultural aspects. The awareness of culture, with an emphasis on a positive self-image, was handled daily by project personnel. Since Newton-Ransom's student population was primarily Black-American and Ross Elementary School was primarily Mexican-American, this emphasis on culture and self-worth was most pleasing to the state evaluation team. A highlight of the entire cultural component was the planning and implementation of a "Ethnic Week". Activities during this week highlighted a particular culture throughout the school day. Not only were activities in class emphasizing this one particular culture, but even the cooks with their food preparation were involved - German meals for German culture, etc.

Career Awareness and Pre-Vocational Education - The Abington Heights Migrant Program has successfully emphasized career education and pre-vocational education for all of those students capable of handling such information.

Career awareness is handled in the classroom with the teachers giving a number of lessons dealing with the various occupations. This approach begins with very simple occupations (i.e. policemen, firemen, doctors, etc.) with the early elementary grade levels. More complex occupations are discussed with the older children. A part-time teacher visits each project two days per week. The students are exposed to a variety of occupations through the use of field trips, guest speakers, the Popeye series and other materials, and teacher-student discussions. The classroom bulletin boards and displays indicated excellent progress in career studies.

Pre-vocational education is stressed with basically the children from ages five and up. The part-time teacher with career awareness is the person involved with this facet of the program. The children were enthusiastically involved with the following: Industrial Arts - The children did painting, sawing, measuring, sanding, and cutting. Their projects included napkin holders, toothbrush holders, stilts, and games. Home Economics - The children made ice cream, cooked, decorated cakes, and had a variety of sewing projects (using sewing machines). The children also made dry flower arrangements. Arts and Crafts - The children made their own jewelry. The children also were involved with making their own posters.

The evaluation team looked most favorably upon the hands-on approach in this component of the program, and we look to the expansion of this component for the future.

Supportive Services

The following represents an overview of the supportive services of the Abington Heights School District Migrant Program from on-site observation/evaluation.

Health Services/Education - The Abington Heights program provides all necessary health services for these migrant children such as physicals, vision, dental, immunizations, etc. All resulting referrals are done with efficiency; therefore, preventing duplication and increased expenses. These services are provided to the toddlers enrolled as well as to the older children. The nurse is to be commended for exploring all avenues to maintain and improve the health services, especially the utilization of agency and volunteer involvement. Because of this maximum cooperation, interaction, and dedication, the project's objectives for a healthy migrant child are being met.

The benefits of having an on-site nurse are also evident. We as a team feel the proper supplies, supervision, and emergency procedures instituted here at Abington Heights Migrant Program are excellent.

The strength of the health education component is a cooperative nurse/teacher team approach. This comprehensive health curriculum includes safety, first aid, handouts, and individual health kits, and was enjoyed by all children. Guest speakers and demonstrations such as a hands-on first aid lesson with a "Resusi-Annie" did much to increase the effectiveness. The development of self-care health habits and the utilization of these help provide a high quality of medical, emotional, and social needs. Well planned supervision and adequate utilization of the nurse's lesson plans provides the success evident at this project.

Local and State Agency Involvement - The state evaluation team looked most favorably on the increased involvement of agencies. Supportive service success in this project revolves around the participation, interaction, and cooperation of the community resources. The inter-agency achievements in this project meets the maximum facets necessary for promoting and accomplishing the goals of a healthy, happy migrant child.

Also noteworthy is the utilization of volunteers. Because of the services and hours given by many volunteers (i.e. medical services, lectures, and recreational activities) these migrant children are able to share in these activities. A volunteer dental hygienist screend all the children for their dental needs. Supervision of the evening activities was also done with the aid of volunteers, as is the Saturday field trips and picnics. Work by a group of local Girl Scouts and Brownies has enabled the migrant girls to complete investitures and badge work. The badges earned include toymaker, personal hygiene, trefoil, and sign of the arrow. A special ceremony with parent participation enabled this group of scouts to present the girls with their sashes and badges. The benefits of such dedication are many and the accomplishments achieved by these migrant children go far in helping them with their positive self concepts and images. Hopefully, these services will definitely be continued.

Parental/Student Participation - Plans are underway for the formation of an official Parent Advisory Committee. This committee will be informed of all planning and activities and asked for input and advice for changing and improving the program. The task of getting this committee started has been hampered by the migrant people's harvesting schedule. However, buses are to be provided for pick-up for later evening meetings hoping that more parents will then participate. Liaison people do visit the camps to talk with the parents. All information concerning the program is relayed this way. The parents are also encouraged to visit the schools for the cultural lunches or class visitations and are given the opportunity to evaluate the program by use of evaluation forms.

Of special note is the recreational component of this project. It provides beneficial and enjoyable activities for the migrant teenagers, i.e. basketball, swimming, movies, etc. in the evenings. In addition, recreational field trips and picnics are taken each Saturday. The objective to these functions is to remove the children from the camp environment, thus hoping to help these migrant children gain a healthier self-concept through socialization. As a result, the children gain insight into the importance of maintaining a proper balance between rest, relaxation, and work.

Agencies - United Neighborhood Services, Volunteer Reaction Center of NEPA, Abington Community Library, Visiting Nurses Association, N. E. Medical Services Emergency Group Association, Marywood College Speech Center, Pennsylvania Association of Blind, Emergency Medical Unit, Community Medical Center, American Red Cross, Metropolitan Life, Abington Heights School District, Abington Dental Clinic, Lackawanna County Extension Pennsylvania State University, Abington Jr. Women's Club, Wyoming County Welfare Department, Department of Education, and the Girl Scouts.

Recommendations

The state evaluation team made the following recommendations to the Abington Heights Migrant Administration and Staff for 1977:

1. Increased utilization of the Millersville Migrant Resource Materials Center, especially for bilingual education.

2. Provisions should be made for increasing the amount of staff if justified by enrollment.

3. Increase the activities and instruction in the area of bilingual education.

4. In as much as other areas of the state have provided Day Care for migrant children, we suggest that the Project Director work with state agencies to implement a program that is similar to other programs in Pennsylvania that involve themselves with transient migrants.

Commendations

The state evaluation team made the following commendations to the Abington Heights Migrant Administration and Staff for 1977:

1. Correlation of field trips with the instructional program.
2. Overall Saturday program.
3. Planned recreational activities for teenagers and older children in the evenings.
4. A commendation for the outstanding meals.
5. A commendation for the mealtime atmosphere.
6. The planning and implementation of the "Ethnic Week".
7. Cooperation with the local media.
8. Personalized health aides.
9. Utilization of community agencies.
10. Health education.
11. A commendation for the competency of project administration.
12. Hardware and software materials for the Early Childhood Day Care Component.
13. A commendation for the implementation of the following 1976 recommendation - increased use of learning center activities as a supplement to the instructional program, the consumer education approach in the area of math, increase of the career awareness segment, and agency involvement.

Project Concerns

1. The staff at Ross Elementary would like to see more materials and general information on the Mexican-American migrant. Most of the materials that they have been exposed to are for Puerto Rican.
2. MSRTS has not been of any assistance because of the late arrival of the records. The records clerk will be completing the forms in September after the project is finished.

3. There is a definite need to develop a day care project for the pre-school.

4. Additional funds would help enrich the program.

Centennial School District
Warminster, Pennsylvania
(Bucks County)

I. Administrator of Grant: Dr. Harry P. Quinn, Superintendent
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Warminster, Pennsylvania 18974

II. Title I Coordinator: Mr. Arnold Lindley
Centennial School District
Warminster, Pennsylvania 18974

III. Project Director: Mr. John P. Brady
William Tennant Senior High School
Warminster, Pennsylvania 18974

Background Information

The migrant population of the project is principally Spanish speaking Puerto Rican. Many migrant workers have found year-round employment in local nurseries and greenhouses. Some cross over into New Jersey to work in tomatoe and other agricultural work. Locally they work in strawberries, beets, and other garden vegetables. The term staygrants has been applied to approximately ninety percent (90%) of the expected 270 children to be enrolled in the Centennial program because of their parents' abilities to find employment in the Warminster and nearby New Jersey areas.

National and State Objectives

Based on the evaluation of the Centennial Summer Migrant Program, the state evaluation team has concluded that the program is being operated with all of the national and state objectives in mind. The evaluation team has observed the project and after completing the checklist of the eleven national goals, it is quite apparent that the national goals and state goals are being implemented.

The program seemed most thorough and highly organized from the administrative point of view. A great deal of planning was evident, which provided the children with a number of fine experiences.

The Evaluative Criteria checklist was used by the team in order to evaluate how extensively the program is being operated in reference to the national and state goals. Based on the high degree of positive responses on that checklist, one can clearly see that the program is functioning with the objectives as a major priority. Also, from the checklist one can get an idea of what types of activities the children are involved in.

Local Objectives

The evaluation team believes that a sound set of local objectives are importnat so that each project can deal more specifically with their own particular priorities. Every project that we have visited across Pennsylvania is unique and possesses their own specific needs. The evaluation team reviews the local objectives before and after the visit to the project. After reviewing the project, the team discusses if/how the local objectives were attained.

After reviewing the local objectives at the Centennial Summer Migrant Program, and after observing the project, the team is pleased to say that every local objective was in the process of being attained, and that if fulfilled, we are most certain that the children will benefit greatly from their summer experience.

The local objectives are precise, thorough, and well organized. These objectives deal with the following components of the program:

1. Health/nutrition
2. Language arts
3. Social/emotional/motor development
4. Mathematics
5. Career awareness/exploration/vocational training
6. Physical education/recreation
7. Supportive services

Again, any strong points or weaknesses that were observed will be dealt with under the sections Commendations and Recommendations.

The administration and staff are to be commended for their dedication to the attainment of all of the previously mentioned objectives.

Curriculum Report

Early Childhood Component - The early childhood component at the Centennial Summer Migrant Program was held at the Lacey Park School. Since many parents of these young children would not let them ride the buses to the Willowdale Elementary School, it was felt that the pre-kindergarten class should be kept within the confines of the Lacey Park project.

Two classes of children were housed at Lacy Park. These children ranged in age from three to age five. Two classroom teachers were employed, along with the utilization of aides from the community.

Instruction was focused on the readiness needs of the children. Activities involved working with colors, differentiation of shapes, small and large muscle development, etc. The state evaluation team was pleased to see the use of the language experience approach as the main delivery system in the area of language arts. All field trips taken by these young children were written

about upon return to the classroom. In addition, photographs were used as a stimulus to initiate story discussion. Not only was the language experience approach utilized with these young children, but it was utilized in both English and Spanish. Evidence of language experience approach activities was everywhere. The two teachers and their aides should be complimented on the fine instructional program that was planned for these pre-school youngsters. Their dedication, efficiency, and overall concern for the education of migrant youngsters was very evident.

Language Arts/Reading - The entire program at Centennial was completely departmentalized. Two reading teachers handled the language arts component. Large group activities involving story telling, group reading, etc. were observed during the instructional day. Small group activities, usually "spin-offs" of the large group activities, were geared to the needs of the children. In addition, the content of the reading material, on occasion, was career oriented and, therefore, suggested some team planning. Reading rooms were highly stocked with both commercially prepare materials and teacher prepared software indicating instruction geared to the level of that particular student.

Mathematics - The math component was also departmentalized with two math teachers handling the instruction in this area. Once again, commercially prepared materials and teacher prepared materials and activities were the main delivery system. As in reading, teachers in math taught to the specific strengths and weaknesses of the students. Consumerism was also looked at in this very important discipline. Lessons in food buying, measurement, and supermarket ads were some of the main modes of instruction in this area. Correlation in math and the home economics program was also noted. Basic measures were taught in math and then used in various aspects of the home economics program.

Organized Physical Education/Swimming - Swimming activities were scheduled on a daily basis at Log College Junior High. The state evaluation team was very impressed with the fine swimming facility, and the quality of instruction being offered. Swimming groups were determined by the pool staff. Activities were geared toward the particular talents and abilities of the students. In addition, canoe safety, skill, and instruction were also observed as part of the preparation for a canoe trip down the Delaware River to be taken by 38 selected migrant students and staff. Canoe activities were also conducted in the pool. Organized physical education made up the bulk of the Centennial afternoon program. Students were required to sign up in the homeroom at the beginning of each week for afternoon activities in physical education. All afternoon activities were manned by instructors, and were well organized. Activities included tennis, basketball, kickball, soccer, baseball, dance, etc. Students observed in these activities were all very actively involved and thoroughly enjoyed their participation.

Art - Students were scheduled into the art class on a pre-determined time schedule. Small group instruction was provided for the majority of the students. Activities in mechanical drawing, paper construction, and design were all part of the art projects completed by the students.

Music - Music activities were handled in the afternoon. Dance, record listening, sing-alongs, etc. were all part of the overall program. In addition, cultural aspects were emphasized in this particular area. These cultural activities focused on cultural music and dance. The music component, in total, seemed to be a most enjoyable activity for those students involved.

English As A Second Language - Because of the high influx of Hispanic students in the program, ESL is a most necessary part of the curriculum. ESL, as were the other components, was departmentalized. Instruction in this area was offered by two ESL teachers. Activities were offered in both English and Spanish. In addition, instructional materials primarily designed for ESL were looked upon most favorably.

Special Education - Since most of the migrant population in the Centennial School District qualifies under the five-year provisional migrant cluase, cooperation with the local school district is very high. In this way, the Centennial School District identified a segment of migrants from their regular school program as being eligible for special education instruction. The summer migrant program simply followed through on the activities of the local school district and continued their special educational instruction. A qualified special education teacher was hired and handled these unique students in a self-contained classroom. Activities were all geared to the needs and abilities of the students.

Cultural Activities - Activities in this area were all handled matter-of-factly by the regular classroom teachers. It should be pointed out that the bilingual aides greatly aided the cultural aspects of the program in all of the academic disciplines, as well as the afternoon recreational program.

Career and Vocational Education - The Centennial Summer Migrant Program has expanded its career education program to better meet the needs of the students. The pre-school and elementary students participated in career awareness activities such as learning about policemen, firemen, doctors, nurses, bakers, and merchants. Instruction consisted of discussions, pictures, films, games, role playing, and experience stories. The children participated in several field trips which were career oriented, and community resource people visited the classrooms.

Home economics and industrial arts were the major pre-vocational subjects offered to older students. They attended both classes in a fully equipped home economics room and an industrial arts classroom. Boys and girls attended both classes and were enthusiastic about the activities. The home economics course consisted of three weeks of cooking and nutrition and three weeks of sewing where students made book bags, macrame, and skirts and dresses. In addition to other activities, the industrial arts classes assembled a car which was operational and produced a mosaic which will be hung in the school cafeteria.

Additional career education was offered in other classes through films, games, experience stories, role playing, discussions, and the Popeye Career Comics and other reading materials. Career education at this project can be improved by acquisition of the Singer/Grafflex Career Unit which will broaden the migrant students' awareness of careers and provide exploration of occupations. The other plans which were mentioned in the project proposal to provide marketable skills in various U. S. O. E. occupational clusters should be pursued.

Supportive Services

Health Education/Services - The strength of the medical services results from the cooperation and interaction with the Warminster Medical Center. Using the Early Prevention Screening Diagnostic and Treatment Program, this project provides all necessary health services such as physicals, lab tests, immunizations, and screenings. By utilizing this center's facilities, an in-depth, on-going, non-duplicating health service is available; thus, meeting the needs of these migrant children. For those children who do not quality for the EPSDT Program, special provisions are made with the center, so complete screenings are done for them also. Because this project serves a majority of provisional migrants, the sharing of information and health happenings is necessary. Through a combined utilization of the MSRTS and school records, the health needs of these students are being completed.

The concentration of health education has been in the specialities of nutrition and dental. Group instructions, booklets, story tellings, and a hands-on approach were techniques employed by the project nurse to accomplish her goals. The unique approach in teaching these provisional children has been to emphasize only two subject areas each summer, thus enabling new subjects to be taught the next season. In doing this, the boredom and repetition are eliminated and the children are more receptive. This allows an in-depth curriculum rather than a small sampling of numerous subjects. Additions to supplement this could be learning centers, charts, and team cooperation involving teachers.

The fact that this project has a full time, on-site nurse is a bonus. The health suite is furnished with necessary equipment for emergency procedures as well as minor problems. Her presence encourages a special rapport with these children, thereby allowing a more complete service/screening to meet their special needs.

Important to this program's strength is the successful enrollment, recruitment, and support of the social workers. Through obtaining and identifying needs of these children and their families, a liaison has been established providing an atmosphere of cooperation. Because of the social workers' assistance, social services from the school, local community, county, and state are utilized to meet the migrants' needs. The social workers also work as interpreters and resource persons.

Local and State Interaction - After identification of the unique needs of the migrant child and his family, this project makes available the various services necessary for fulfillment of these needs. Because this project serves a majority of provisional children, these agency services are extended year-round. Thus, a continuity of direct service is available with these children gaining the benefits. Services include transportation, acquiring new and used clothes, translations, health services, and counseling.

A definite plus for the success of this program stems from the communications, interactions, and cooperation that results from the frequent home visits by the staff. These visits have created an acceptance very seldom seen in other areas. A casual, drop-in attitude exists and the positive effects are evident throughout the program. This is a strong point that definitely should be continued.

Parental/Charitable Participation - This project's Parent Advisory Committee for the summer project stems from the functions, activities, and objectives of the regular school year. It operates under the principle that the success of the children in the summer program depends on the parents' understanding of the program's role and offerings. The parents are encouraged to participate in various activities at all levels. This interaction is hoped to enhance communications, educational development, and cooperation. Communications with the parents includes newsletters, announcements, flyers, and bulletins. Group parent meetings are held on a regular basis and advances made will be utilized in the school term.

Agencies - Department of Education, Department of Health, Warminster Medical Center, Lion's Club, ASPIRA, Manpower, Warminster Community Center, and Youth Employment Center.

Recommendations

1. Teachers need to evaluate their own individual contributions to the summer migrant program.

2. In view of the very favorable organizational set-up, there is need for staff implementation of the aforementioned system.

3. Increased need for the use of the language experience appproach at Willowdale.

4. Increased use of learning center activities as a supplement to the overall instructional program.

5. The scheduling of swimming activities to the early afternoon, so as not to interfere with the morning instructional program.

Commendations

1. A commendation for the outstanding Early Childhood Component.

2. The enthusiasm and dedication of the early childhood teachers.

3. The use, employment, and activities of the aides.

4. Excellent home economics and industrial arts program.

5. The work of the social worker in the area of recruitment.

6. Home visitations.

7. Administrative staff.

8. A commendation for the implementation of the following 1976 recommendations: addition of a home economics program, the addition of organized physical education, instructional swimming, consumer education included in the math component, supervised but not restrictive atmosphere in the lunch room, and the study of art, music, and dance of other cultures.

Project Concerns

1. The project director expressed concern over the inability of his staff to attend the state in-service due to the conflict at the local schools.

2. Expansion of recruitment to a county-wide effort.

3. The majority of Centennial migrant monies be expended for a full year migrant program. Thereby, migrant staff in Centennial would be hired for a full year, resulting in more direct and positive involvement with migrant education.

4. Gear down the summer program to a career awareness component for the various age levels.

Central Pennsylvania Regional Migrant Child Development Program
Gettysburg, Pennsylvania 17325
(Adams, Cumberland, Franklin, Fulton, and York Counties)

I. Administrator of Grant: Dr. Michael A. Ciavarella, Director, E. D. C.
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III. Testing Program: Botel Word Opposite - Reading
Holt, Diagnostic

Background Information

The Shippensburg State College Central Pennsylvania Regional Migrant Child Development Program has assumed the responsibility for the summer migrant school programs in Adams, Franklin, Fulton, and Cumberland counties formally administered by the Lincoln Intermediate Unit. Programs are conducted at three centers in Adams and Franklin counties which are located at Lemasters, Franklin Township Elementary School at Cashtown, and the Migrant Opportunity Center at Bendersville.

Until recent years the migrant population came from a basic "Eastern Stream" flow originating in the Puerto Rico-Florida area. The stream was composed chiefly of southern Blacks and Puerto Ricans. However, in recent years the population has shifted with an increasing number of Spanish speaking laborers from the "Central Stream" composed of Texas-Mexican origin. The result is a melting pot of southern Blacks, southern Whites, Mexican-Americans, and Puerto Ricans to provide some three to four thousand workers to the farming area.

A small percentage of families do remain for year-round agricultural employment on the larger orchards. The migrant workers find agricultural work by picking a variety of fruits from June to November. Migrant workers arrive in June to pick sweet cherries, which is followed by sour cherries in July, and tomatoes and peaches in August. The main crop of apples is picked throughout most of September and October.

Mechanization is beginning to alter the process of fruit harvesting in that many cherries and varieties of apples are now picked by machine. This operation may change employment possibilities for migrant workers extensively in the future.

Most migrant workers and their families are housed by the fruit farmer for whom the migrants work. Housing generally consists of a series of small units which make up what is called a migrant camp. Over 100 such camps exist in the four counties served by Shippensburg State College.

National and State Objectives

It is the responsibility of the state evaluation team to evaluate each project bearing in mind the eleven national objectives and the objectives created at the state level.

In this segment of the report we will be discussing how the overall program is being operated in reference to the national and state objectives. The various components of the program (i.e. curriculum, administration, coordination with differnt agencies, staff in-services, etc.) will be dealt with more specifically later in this report.

After observing the program, the evaluation team uses the evaluative criteria checklist as a means of coming to a conclusion whether the program is being operated with the national and state goals in mind.

Based on the high degree of positive responses on that checklist, it has been concluded by the team that the Central Pennsylvania Regional Migrant Child Development Program is attempting to attain all national and state goals.

From our visit, the team was very impressed with the staff's organization and dedication in striving to fulfill the following objectives:

1. To improve the child's communication skills.
2. To provide migrant children with pre-school and kindergarten experiences.
3. To provide specially designed programs in the academic disciplines
4. To provide activities which will increase the child's social growth, positive self-concept, and group interaction skills.
5. To provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training.
6. To utilize every available federal, state, and local resource through coordinated funding.
7. To develop a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials.
8. To develop communications involving the school, the community, and its available agencies.
9. To provide for the migrant child's physical and mental well being.
10. To provide a program of home/school coordination.
11. To increase staff self-awareness and upgrade their skills for teaching migrant children.

The activities observed in each of the above objectives were most impressive, and we are certain that every child will benefit from their experiences this summer and fall.

Local Objectives

As well as evaluating each project based on the national and state objectives, the team also uses the objectives at the local level, as submitted to the state in the program narrative. The team feels that a sound list of local objectives is important so that each project may have the opportunity to deal more specifically with their own particular priorities. In many cases, the local objectives will coincide with the national and state objectives. However, every project across Pennsylvania is distinct and we have seen many unique programs. Therefore, local objectives add flexibility to the overall planning.

The team studies the local objectives before visiting the projects. After observing the program, the team discusses whether/how each local objectives are being attained.

The local objectives at the Central Pennsylvania Regional Migarant Child Development Program are quite concise, thorough, and well organized. The team has concluded that the program is functioning on a daily basis with the local objectives being used as a guide.

The local objectives primarily deal with the following components of the program:

1. Administration
2. Educational

   a. Pre-school/kindergarten
   b. Summer enrichment programs

      Reading and language development
      Math education
      Bilingual education
      Career education
      Movement education
      Health education
      Science
      Cultural enrichment
      Testing and student assessment

   c. Remedial services
   d. Study enrichment

3. Social services/supportive services

   a. Identification/recruitment
   b. Community involvement
   c. Parental involvement
   d. Student involvement
   e. Volunteers
   f. MSRTS
   g. Transportation

h. Nutritional services
i. Health services
j. Auxiliary services
k. Dissemination

4. Staff Development

Curriculum Report

Early Childhood Component - The Central Pennsylvania Regional Migrant Child Development Program had three separate and specific units as a part of its early childhood component. One of these units was housed at the Migrant Opportunity Center at Bendersville, the second unit was conducted at Lemasters, and the third unit was housed at the Franklin Township Elementary School. Each unit will be looked at more specifically with a focus on the instructional activities at each.

Migrant Opportunity Center - The early childhood component has a rather unique organizational structure for this particular instructional year. There are available five learning areas which the children pass through during a pre-determined period of time. One learning area involves large motor skills, and activities geared toward specific needs in this area. A second area deals with bilingual education. Because of the high influx of Hispanic migrants in the early childhood component, bilingual instruction is deemed especially necessary. Under the guidance of a bilingual teacher and aide, this learning area has florished. A third area involves small motor development. Tasks at this learning station center on hand-eye coordination, pencil control, etc. Another important area was the reading center. Here pre-schoolers had time to browse through books or to sit and listen to their teacher read stories at various times throughout the instructional day. Lastly, the state evaluation team felt it was imperative to mention a fifth learning area. This was the enhancement of a positive self-concept. Even though there was not a specific instructional area set aside for this activity, there was a strong undercurrent of activities that achieved tremendous results in this area.

Lemasters - The early childhood component was highly organized and very instructionally efficient. Of a highly visible nature was the envious pupil/teacher ratio in the early childhood component at Lemasters. With the small class size specific needs of the students could be dealt with in a very efficient and beneficial manner. Of particular note at this site was the wealth of material available for use by these young children. Much of this material was teacher prepared and was used as a supplement to much of the commercially prepared material also available. Activities at Lemasters were primarily readiness oriented. However, beginning language experience was used on a weekly basis, usually resulting from the stimulus of field trip activities. The state evaluation team was also pleased to see evidence of the state workshop in the form of materials in the early childhood component at Lemasters.

Franklin Township - Much of what has been said above for the units at the Migrant Opportunity Center and Lemasters can also be said for the early childhood component at Franklin Twp. Once again, organization and instructional efficiency are fast becoming trademarks of the component at all three sites. Activities at Franklin Twp. focused on readiness. In addition, arithmetic concepts, writing activities, and social, emotional, physical, and artistic developments were all important segments of the program. Materials were once again quite prevalent, as they were at the other two sites. It should also be noted that the dedication of the early childhood staff not only at Franklin Township, but throughout the entire early childhood component, left lasting impressions on the entire evaluation team.

Language Arts/Reading - The language arts/reading program was handled on a departmentalized basis. The sites observed had reading specialists to deal with the specific needs of the students. Reading materials were very abundant. In addition, the state evaluation team was pleased to see the language experience approach being utilized as a supplement to the overall reading program. Also adding to the overall language arts program at Franklin Twp. was the addition of an instructor to work with basic English. Learning Center activities were also available as a supplement to the overall reading instruction being offered throughout the program.

Mathematics - Each child involved in the academic areas received a pre-determined amount of instruction in mathematics. Once again, materials were quite abundant in this very important academic discipline. Evidence of the state workshop at Millersville was quite observable in the form of learning center activities. Involvement with a consumer education approach in this area was also used as a supplement to the overall math program.

Science - Once again, Franklin Twp. has become involved with activities in the area of science. Magnetism, basic botany, involvement with water, air, and sound were all employed as themes with instruction being geared not only the needs, but also to the interests of the students. Children in this class were observed being actively involved and interested in the lessons being presented by the science teacher. In addition, science projects that had been completed were highly visible throughout the classroom.

Organized Physical Education/Swimming - Activities for the migrant children in organized physical education were provided through the summer enrichment program. Classes were scheduled in physical education for a specific period of time each week. All activities were instructional in nature and added to the overall enjoyment for the children involved. Swimming activities were scheduled on a weekly basis at Caledonia State Park. Because of the distance involved in transportation, swimming could not be scheduled on a more frequent basis. Approximately fifty percent (50%) of the activities were instructional and fifty percent (50%) recreational. As an aide to the swimming activities, the Girl Scout Cadets were invited to participate and help the overall supervision and instruction.

Music and Art - Many of the instructional activities in these areas were handled matter-of-factly by the regular classroom teachers. General music, choral singing, coupled with sing-along activities were used in the majority of the classrooms. Arts and crafts activities were also handled by the regular classroom teachers. Working with clay, drawing, finger painting were all activities that added to the positive atmosphere of the program.

Cultural Enrichment - A very stron thrust of the Central Pennsylvania Regional Migrant Child Development Program was in the area of cultural enrichment. Every site visited by the state evaluation team was observed at one point or another in activities that involved either Hispanic culture or the culture of other groups. Dances, games, art activities, even in some cases food preparation in the vocational component, all contributed to the total cultural enhancement. As a result of these activities in the area of culture, a positive self-image for the migrant child was in the forefront.

Supplementary Areas - The state evaluation team was very much impressed with the highly individualized nature of the overall program. Teachers were working with the specific strengths and weaknesses of the children in mind. Multi-level activities were observed in the majority of classes. Program staff are to be commended for their efforts in the area of individualization.

Bilingual Education - For the migrant child of Hispanic background, bilingual education is very important, especially reinforcing ESL. Without this component migrant children would be lost in American society, an English oriented society where they would be considered by many as uneducated without sufficient knowledge and skill in the English language. The need for education in their own native language is also recognized because many of the children have not been educated in reading and writing their own language or their cultural background. In order for a person to lead a successful, happy life, they must be proud and knowledgeable of their background and culture. Therefore, reading and writing skills in their own language area necessary.

In this report we will cover the sites of Lemasters, Bendersville, and Franklin Township. The Lemaster program does not have a need for bilingual education because the migrant children from this site are English speaking Blacks and a few English speaking Mexicans. There were plans for a bilingual program if the student population had had a need for such a component. In fact, in past years a bilingual program did exist at this site.

The Bendersville program, called "Happy Times", provides an excellent opportunity for migrant children of pre-school age to develop basic skills in the English and Spanish languages, thus they may continue their education at the same level as their peer groups.

The Franklin Twp. program has two bilingual classes, one reinforcing the other. All work is done in both languages, thus giving the best education possible to migrant children.

The total program for bilingual education is well prepared employing bilingual materials such as books, records, tapes, music, and peotry to develop self-confidence. We also observed creative and educational docorations, including bilingual posters, that the children made. Some specific materials used were: Puerto Rico on the History and Culture, published by the Continental Press, Inc., Amiguitos, published by Xerox Co., Auditory Discrimination Pronounciation Program, published by Educational Insights, and Metodo Fonetico: Oiga! Vea! Diga!

Throughout the year the children have available a special bilingual instruction providing them with help whenever needed. Also, the parents are involved in their children's education as often as possible. There are fiestas, pinatas, open house, and in Bendersville the mothers were invited to learn how to make toys with houshold items.

Career and Vocational Education - The career education component reflects through reserach and planning and encompasses current practices in career models. The program is designed to meet the needs of children on five levels.

Level One - This level allows the pre-school child to become aware of various occupations such as bakers, firemen, nurses, librarians, and other community workers through visits to community facilities, class visitations by community resource people, class discussions, films, games, and role playing.

Level Two - At this level students are introduced to life skills tools such as kitchen appliances, sewing machines, tools used in carpentry, mechanics, farming, plumbing, and other occupations.

Level Three - Students begin to use the tools such as the sewing machine to learn basic clothing construction. Carpentry skills area also stressed. The child explores many related careers and becomes familiar with the career requirements.

Level Four - The student learns home management skills such as food preparation, clothing repair, replacing lamp coreds, replacing electrical plugs and light switches, repairing stuck doors, replacing hinges and finishing wood.

Level Five - This level is called Career Maintenance. The students continue to develop more specific career skills such as brick laying, basic electrical wiring, and painting and roofing. There is also a large group project which in the past consisted of building a play house.

This component has been successful in improving the career awareness and creating a more positive self-concept in the migrant child because of the patience of the teachers who always try to reach the individual student at his/her present level.

There are numerous instructional materials and aids including the Singer-Grafflex Vocational Unit with 17 stations, the Shippensburg State College Career Bus, sewing machines, portable cooking equipment, industrial arts equipment, interest inventories, films, games, reading materials, learning stations, and bulletin board displays. Field trips are correlated with career education.

The students in the various classes were observed making bird houses, benches, noteholders, cookies and snacks, puppets, and handbags. Each learning activity included information about related career which require those particular skills.

The Central Pennsylvania Regional Migrant Child Development Program is commended for placing such high value on career and vocational education for migrant children and is encouraged to follow through with the future areas of expansion stated in its program proposal, including the work-study program and business education.

Supportive Services

Health Education/Services - The comprehensive health education curriculum consisted of personal hygiene, nutrition, sex education, safety, drug and alcohol abuse, dental, first aid, and medical awareness. The goal of the health program was to make health education an important, integral part of daily living with an emphasis to improve self-image. A cooperative team approach between the project nurse and teachers helped this program realize this goal. Numerous learning centers, hands-on experiences, audiovisual aids, films, booklets, etc. were utilized in all classroom levels including pre-kindergarten. The project nurse served as a resource reinforcement with the aid of guest speakers and field trips. Maintenance of even minute health learnings were part of the daily schedule, i.e. hand washing, teeth brushing, toileting. Adequate supervision, excellent planning, and utilization of all health facets seem to be the key to success in this program.

Even with serving twenty-five counties, this project because of planning, coordination, and supervision covers all aspects of health services. Realizing the importance of a healthy migrant child, this project's health responsibilities are designed to correct, alleviate, and identify all health problems and provide necessary referrals. Provisions for physicals, immunizations, dentals, screenings, etc. are employed with appropriate follow-up. Optimal cooperation between agencies, project nurse, caseworkers, and parents is the method for accomplishing these goals. Every means has been explored to maintain and improve health services without duplication, including the information and recommendations of the MSRTS records. A system for continuity with the schools has begun and hopefully will help increase the services to the provisional migrants also. This project aims at the individual child's needs through observation and expression and seeks the preservation of his well-being.

Important to this project's success has been a component designed to help these migrant students learn how to resolve personal, emotional, and social problems. Auxiliary specialists such as psychologists, psychiatrists, etc. are available if the need arises. In addition, the staff has incorporated in their curriculum tools for the development of a "positive self". Techniques in the classroom are geared to positive self-concept, self-esteem, etc. Through value clarifications and circle exercises, feelings are encouraged, explained, and dealt with. Using a wealth of materials, books, films, and visual aids, these migrant children are taught to express and understand what makes them "tick". The exchanges and understandings from these can not be stressed enough due to the deprivation and inequalities these migrant children experience. We applaud the work in this area and encourage its continuation.

Of special value to the success of this program is the input from the caseworkers. Their role plays an important part in the communications and development of services provided to parents and students. Because of their sincerity, devotion, and dedication a working relationship has been established. Their visitations of camps, homes, and agencies enables services to all eligible migrants. Due to their participation, we feel the needs of the migrants are being met.

Local and State Interaction - The positive correlation, planning, and interaction of local and state agencies can not be emphasized enough. Because of the joint co-existence of these agencies, the migrant's immediate and long-range needs are identified and properly channeled to assure effective solutions. This project makes an excellent effort to draw all programs together to ensure the usage of all possible agencies with services. Because of the diversity of backgrounds and home environments, this dual effort becomes a vital operation to the well being not only of the migrant child, but of the migrant family as well. The success of this agency utilization is apparent in each site visited by the wealth of benefits and services provided for these children.

Volunteer services are also an essential contribution to this project. They are utilized on field trips, extra-curricular activities, and instructional programs. Participation includes groups of the Girl Scouts, service clubs, and churches. Their usage enhances the individual attention so necessary for the migrant child.

Parental and Student Participation - A Parent Advisory Committee has been formalized using the provisonal parents as a nucleus. All parents are encouraged to participate in the planning and functioning of this project. Their participation hopefully will help identify and improve the migrant child's unique needs and self-concept. The integration of parents into the school's activities include a fiesta, evening socials, talent shows, and the Apple Harvest Parade. A newsletter has been developed to aid dissemination of their children's progress and activities. A "Mom's" night has been planned for toy making and parental education. The benefits from such a cultural interchange are many, all positive, with definite carry-over.

This program has also developed a unique Student Advisory Council. The students are encouraged to become members and to offer suggestions on various functions of the program such as food, classes, trips, etc. Every student is urged to participate and offer contributions. This program feels this will help them develop a sense of responsibility, self-confidence, and self-concept, plus develop an understanding of themselves. This committee is a definite bonus to the program and should be developed further.

Agencies - Adams-York Mental Health Inc., American Red Cross, Bureau of Employment Security, South Central Community Action Program, Child Development Program, Drug and Alcohol Abuse, Legal Services, State Health Center, Lutheran Social Services, Pennsylvania Department of Blind, Pennsylvania Council of Farmworkers, Inc., Pennsylvania Department of Public Assistance, Rescue Mission, Migrant Ministry, and the Lincoln Intermediate Unit.

Recommendations

We challenge the project administration and staff of the Central Pennsylvania Regional Migrant Child Development Program to continue their fine efforts in maintaining the present high level program for their migrant children.

Commendations

1. Program administration and staff should be commended for the strenghts observed in the bilingual program.
2. Materials in both English and Spanish.
3. A commendation issued for the efforts made in the area of a positive self-image.
4. Well structured, but not restrictive eating period.
5. Career awareness materials.
6. The entire career awareness/vocational education component.
7. Individualization of instruction.
8. Extensive cooperation and interaction with agencies at all levels.
9. Cooperation with the news media.
10. Morning assembly period at Franklin Township.
11. Utilization of student input from the Student Advisory Committee.
12. Early childhood materials and supplies.

13. Creative playtime for the younger students.

14. Caseworkers, for their outstanding efforts in the area of enrollment and recruitment.

15. Comprehensive and extensive orientation meeting conducted for the state evaluation team by project personnel.

16. Health education program at all sites.

17. Development of a disaster emergency plan to assure the safety of the migrant students.

18. The implementation of the following 1976 recommendations: increased use of the language experience approach, increased student exposure to the career exploration units, the addition of bilingual staff to the program, and increased program efficiency.

Project Concerns

1. Project administration and staff would like to see the implementation of a testing program that is more relevant to the needs of the migrant child.

2. Project administration and staff are concerned over the general inadequacy of the Migrant Student Record Transfer Form being received from other states.

3. Project administration and staff are concerned by the slow receipt of MSRTS forms, especially for summer programs.

YORK SUMMER ENRICHMENT PROGRAM

This program operates in Penn Park in York, Pennsylvania for the purpose of providing enrichment activities for 49 provisional Spanish speaking migrant student and other children who are selected by the Catholic church which co-sponsors the program. The students meet for a half day Monday through Thursday and have a full day field trip every Friday.

All of the students receive a half hour of swimming instruction and an additional 45 minutes of free swimming at the Crispus Attucks Building. Other activities in the park include relays, tumbling exercises, weightlifting, sports discussions, kickball, badminton, volleyball, whiffleball, horseshoes, basketball, jump rope, and swinging.

Instructional periods are provided two half days a week to provide informal academic reinforcement and remedial activities.

A special program was held so that students could display their talents and class projects to the parents.

The evaluation team recommends that the York program be strengthened and expanded in accordance with the eleven national goals in order to better meet the needs of migrant chidren.

Central Susquehanna Intermediate Unit
Lewisburg, Pennsylvania
(Columbia, Montour, Northumberland, Snyder, and Union counties)

I. Administrator of Grant: John F. Lutz, Assistant Executive Director in charge of Evaluation and Planning
Box 213, University Avenue
Lewisburg, Pennsylvania 17837

II. Project Specialist: Miss Patti J. Thomas
Box 213, University Avenue
Lewisburg, Pennsylvania 17837

III. Testing Program: Botel-Word Opposites

Background Information

Each summer migrant farm families travel up the eastern stream and spend several weeks in the five central Pennsylvania counties served by the Central Susquehanna Intermediate Unit. The number of families varies from year to year, as does the number of school-aged children accompanying their parents. The summer education programs operated for these youngsters by the CSIU since its inception, July 1, 1971, have served as many as sixty students in a given summer. All migrants in the region are interstate and are either Mexican-American or belong to the Black race.

The summer migrant program is conducted at two sites, namely Klingerstown and Bloomsburg, in church facilities. The children are transported from the camps in vans drive by project personnel. The parents are mostly from Florida and they follow the harvest from south to north. Most of the migrants work on farms picking tomatoes or other vegetable crops.

National and State Objectives

The state evaluation team believes that it is essential for all projects in Pennsylvania to develop and implement their programs with the national and state objectives as a major priority. After each visitation the team reviews the evaluative criteria checklist to evaluate if/how those objectives are being implemented in the overall program. We believe that by the project adhering to the national and state objectives, a concise, thorough, and organized program will be realized.

We recognize that this project has undergone major internal changes (staff change-over) prior to the beginning of the program. However, based on the degree of negative responses on the evaluative criteria checklist, the team believes that future planning should include a more clearly defined involvement of the national and state goals. We also believe that the staff must become more familiar with the objectives so that an extensive overall curriculum will become reality.

On the otherhand, there were many positive responses on the evaluative criteria checklist. Thus, it should be noted that many fine activities are taking place in the summer migrant program.

Again, it must be emphasized that we will look forward to the clarified implementation of the national and state objectives in the future, and that if successfully attained, the children will benefit greatly from a most extensive summer migrant program.

Local Objectives

The state evaluation team believes that it is important for each project to develop a thorough list of local objectives so that the programs can deal more specifically with their own priorities.

It must be noted that the original list of local objectives has been disregarded. A new list of objectives has been created to meet the needs of the program. The local objectives deal with the following:

1. Language arts/reading
2. Career education
3. Bilingual education
4. Math
5. Swimming
6. Cultural activities
7. Music
8. Health services/health education

As previously mentioned, we observed many fine activities at both sites. However, we hope to see the program strengthened in all components for the future by increasing the number and quality of the activities and by adding component that are not presently included in the program. We are most certain that with a dedicated staff all of the recommendations will be accepted and eventually put into effect.

Curriculum Report

Language Arts/Reading - Instruction in this very important discipline was handled on a daily basis by the instructors at this migrant site. Teachers conducted reading activities as a part of the normal classroom routine. Prepared lessons, workbooks, seat activities, and instructional games were all employed as various delivery systems in this very critical area.

Mathematics - The math component was handled very similar to reading. Students received instruction on a daily basis as a part of the noraml classroom. Once again, workbooks, drill activities, and educational games were all used to offset student needs in this area. In addition, the state evaluation team was most pleased to see the implementation of a consumer education approach in this area. Children planned and purchased essentials for their camping activities, and also were involved with adding machines, etc.

Career Awareness - An abundance of films secured from the intermediate unit highlighted the major thrust in the area of careers. In addition, the Popeye Series and the World of Work were used as supplementary materials. Community resources, such as the police department, the fire department, etc. were also used as an enrichment to the classroom instruction being offered. The state evaluation team looked most favorably on field trips that were taken as a correlation with some of the career instruction.

Bilingual Component - Bilingual instruction was a necessary part of the curriculum, especially at Bloomsburg. Instruction in this area was handled incidentally as particular problems arose. Since the majority of the staff was bilingual, specific language problems in either English or Spanish were quickly remedied. It should be pointed out that even though the student population at Klingerstown was predominantly Black-American, beginning Spanish instruction was taught.

Swimming - The state evaluation team was pleased to see the addition of a swimming component for 1977. Children at both Bloomsburg and Klingerstown were involved in this component through the rental of two swimming facilities. Lessons in swimming were all instructionally oriented, and quite capably handled by American Red Cross swimming instructors.

Cultural Activities - One of the major thrusts of the Central Susquehanna Intermediate Unit Summer Migrant Program was in the area of culture. Activities in music, such as sing-alongs, dance, and piano instruction, all played major roles in the emphasis of a positive self-image. Art work, use of clay, drawings, finger paintings, paper mache, all were directly geared toward the area of culture. Since a divergent population was present at Central Susquehanna, the state evaluation team was most happy to see an emphasis in this area.

Music and Art - In general, these activities were handled by the regular classroom teachers. However, much of the work in these two areas were interrelated with the cultural component of the program as discussed above.

Supportive Services

Health Services/Education - Plans have been made for all necessary health services such as physicals, immunization, hearing and visions, etc. Medical centers, clinics, and agencies are utilized when possible for completion of these services. Earlier screenings would afford referrals to be completed within the duration of the program; however, the obtainment of this was hampered by the delay of the MSRTS medical forms. The positive consequences of an on-site nurse for emergency measures, completion of health services, and health education provided a strength to this project.

Health education contained a multi-facet curriculum including nutrition, dental, personal hygiene, and safety as the main thrust. Each child had personalized health kits and did daily brushings. Films, booklets, discussions, audiovisual aids, and field trips were very effective in this component. A Mexican meal cooked by the children and nurse provided excellent opportunity to include mini units of nutrition, table manners, cleanliness, etc. Perhaps an increased correlation with the academic curriculum using a team approach could heighten the success and strengths of this project.

Local and State Interaction - The evaluation team is pleased to see the use of agencies to complete the necessary services for the migrant children. The benefits of interactions, cooperations, and non-duplicating utilizations of agencies and centers are imperative for the fulfillment of a project's goals. Further exploration for additional involvement could increase service availability for these migrant children and their families.

Parental/Charitable Participation - The state evaluation team feels that it would be advantageous to the success of this project to develop involvement with the migrant parents. Their participation and direction could help build positive communications necessary for their children's academic achievements.

Agencies - Department of Education, Susquehanna Human Resources, Public Health Department, Pennsylvania Association of Blind, American Red Cross, Methodish Church, Geisinger Medical Center, Yeager Optical Service, Lutheran Church, and Central Susquehanna Interemdiate Unit.

Recommendations

1. Increase the amount of instructional materials in both English and Spanish.

2. Increase the use of the language experience approach to both sites.

3. Learning center activities should be used to supplement the overall instructional program.

4. A functional and well planned local in-service would grealty enhance program efficiency.

5. There is a need for better classroom structure which would hopefully improve the overall instructional efficiency of the program.

6. There is a definite need for increasing parental involvement.

7. Project personnel should make every effort to increase agency involvement.

8. Increased instructional activities in pre-vocational education.

9. There is a need for an organized and well planned instructional routine.

10. There is a need for clearly defined local objectives to add structure, continuity, and flexibility to the program.

Commendations

1. A commendation for the planning and potential initiation of remedial services in the local public schools beginning in the fall.

2. A commendation for the increased use of the intermediate unit's Instructional Materials Center.

3. The program staff should be commended for the excellent food preparation.

4. A commendation for the correlation of field trips with the career awareness component.

5. A commendation to the staff and administration for their enthusiasm and dedication to the migrant students.

6. A commendation is issued for the implementation of the following 1976 recommendations: the addition of an instructional swimming component to the curriculum, the implementation of an excellent breakfast program, and additional provisions for classrooms at the Bloomsburg site.

Project Concerns

1. Project director and staff were concerned by the late arrival of MSRTS records and their functional worth.

2. The need for a testing program that would better meet the needs of the migrant children.

3. Migrant Resource Center materials are primarily geared toward the Puerto Rican and provisional migrant. There is a need for materials focusing on Mexicans, etc.

Chester County Intermediate Unit
Coatesville, Pennsylvania
(Chester County)

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1530 Lincoln Highway
Coatesville, Pennsylvania 19320

II. Project Director: Dr. Willard J. Trezise
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III. Testing Program: Botel - Reading Word Opposites (pre and post)
Monroe - Arithmetics Computation
Carrow Test

Background Information

The Chester County Intermediate Unit Migrant Program numbers 190 students. The vast majority of these students are Spanish speaking and are of Puerto Rican origin. Other groups present include Blacks, Mexican-Americans, and Anglos. The project's children range in age from four to sixteen years.

The children involved in the migrant program come from various parts of Chester County such as Kaolin, Kennett Square, Avondale, West Grove, Chatham, New London, Oxford, Embreville, Coatesville, Westwood, Unionville, and Toughkenamon. Most parents of the children work in the mushroom industry of the Chester County area. Others work in nurseries such as Longwood Gardens. Due to the nature of the mushroom industry, most of the migrant families reside in the county all year.

National and State Objectives

Based on our 1977 visit to the Chester County Intermediate Unit Summer Migrant Program, the state evaluation team was pleased with the staff's dedication to the attainment of the eleven national objectives and the objectives at the state level.

The evaluation team observed components from the following categories of the evaluative criteria:

1. Communication skills
2. Kindergarten experiences
3. Programs in the academic experiences
4. Social growth/positive self-concept
5. Pre-vocational orientation and vocational skill training
6. Utilization of federal, state, and local resources

7. Exchange of migrant student records, methods, concepts, and materials
8. Communications involving school and the community
9. Provided for child's physical and mental well-being
10. Coordination of project staff with migrant parents
11. Increase of staff self-awareness through in-service

In conclusion, the program was organized and quite efficient. All personnel are to be commended for their efforts in striving to attain the goals mentioned above.

Local Objectives

The local objectives at the Chester County Intermediate Unit Summer Migrant Program dealt with the following:

1. To improve the migrants' physical health.
2. To improve the emotional and social stability of the migrant child and aid in motor development.
3. The migrant child will have experienced significant growth in the areas of basic curricula.
4. The migrant child will have become more significantly involved verbally in the classroom.
5. The migrant child will have improved his attitude toward school and education.
6. The migrant child will have attained cultural concepts and attitudes appropriate to his maturity.
7. Career awareness/vocation.
8. Personnel.

Listed with the objectives are a series of activities that deal with the implementaion of the local objectives. Through our observations there was a great deal of evidence that these activities were an important part of the program.

The evaluation team was very impressed with the thoroughness and practicality of the local objectives. The summer migrant program is operated with the local objectives in mind. We believe that an organized and efficient list of local objectives is essnetial so that each individual project may deal with local priorities in a more specific manner. An example of the value of creating objectives locally at the Chester County project would be that of the pre-vocational education for grades 9-12. This project is unique in the large population of older migrant students. Therefore, the need for a sound career/pre-vocational education program is a must.

In conclusion, all administration and staff are to be commended for their love and dedication to the migrant children. Striving to attain all of the mentioned goals will certainly make this summer program a prosperous experience for all involved.

Curriculum Report

Kindergarten - The kindergarten component was quite well organized and very instructionally efficient. Instruction was geared to the needs of the children in blocks of time that enhanced their concentration effort. Readiness activities in the basic skills were a major thrust of the kindergarten teacher. In addition, afternoon rest time was provided as necessary. Overall, this component reflected a positive educational effort for the migrant children involved.

Language Arts/Reading - Reading instruction, K-6, was handled by the regular classroom teacher. Part of each day was devoted to vocabulary building, comprehension activities, or some other reading related activity. In addition, the project had the services of a reading specialist available for those student, K-6, who were severely retarded in reading. Students were sent to the reading room for remediation activities. Many of these remediation activities were follow-ups on the regular classroom reading activities. Reading instruction, 7-12, was integrated with the regular job exploration component at this level.

Mathematics - The math segment of the curriculum was handled, K-6, by the regular classroom teachers. Either formalized instruction or math activities integrated with an in-class career awareness approach were used. In addition, supplementary math activities (games, making money, etc.) were also used. A consumer education approach in various classes in the intermediate and upper levels was also looked upon most favorable. In the 7-12 unit, math was handled similarly to reading. Math was integrated with the job exploration component and as the need arose math activities were provided.

Organized Physical Education/Swimming - The state evaluation team was most gratified to see the small group activities in both physical education and swimming. Because of the diverse nature of the student population (K-12) small group instruction in these areas is vital. The grouping also enhanced the instructional flavor of these activities and made them much -ore positive in nature.

English As A Second Language - Because of the high influx of Puerto Rican students, it would seem that ESL is an important component of the curriculum. Much of the work in this area is handled in small group activities or, even in some classes, individualized activities. Much of this individualized or small group instruction is initiated by bilingual aides under the direct supervision of the classroom teacher.

Music and Art - Music and art were scheduled as separate classes with individual music and art teachers responsible for the brunt of the instruction. In art, craft activities were centered-staged with the emphasis on pride of production and a job well done. Music activities were often cultural and emphasized dance, song, etc.

Remedial Activities - Provisions were made and determined by the individual classroom teachers as specific skill deficiencies surfaced in their classes. Usually, remedial instruction was individual and was handled by the teacher's aides under the direct supervision of the classroom teacher. The main thrust of such activities was in the area of basic skills.

Supplementary Areas - The migrant program at Chester County presented a rather unique supplement to their program, namely, the employment of a curriculum resource specialist to house the on-site curriculum library. The state evaluation team felt that the positive effects of this supportive area could only enhance the migrant program at Chester County. Much of what is said above for the curriculum specialist could also be said of the audiovisual speacialist. Acting as a resource for multi-media Spanish and English material, the audiovisual specialist substantially supported the overall efforts of the project.

Career and Pre-Vocational Education - Career awareness was stressed in grades 1-6 by encompassing career information in regular classroom instruction. Students learned about the meaning of work and many employment fields through various classroom activities and field trips and audiovisual aids. Many of the activities included instruction in math and reading. The classroom bulletin boards and displays showed excellent results of the career studies.

Pre-vocational education was stressed in grades 7-12. The program was organized with modular scheduling to best meet the needs and interests of the students. Instruction was provided by a coordinator, two teachers, two aides, and two helpers. All instruction was coeducational and boys and girls showed interest in all activities.

Home economics was offered to all students in a completely equipped home economics classroom. Activities included sewing, cooking, nutrition, grooming, and other housekeeping functions including making the bed, washing, drying and ironing clothes, sweeping, scrubbing, dusting, and setting the table. Students learned consumer education by creating a store in the classroom and also by shopping at a local grocery store. Each student was encouraged to become self-sufficient in these activities.

The Singer-Graflex Vocational Unit contained ten stations where the students were introduced to careers in which they showed the greatest interest on a pre-test.

Typewriters were available, but this phase of the program can be improved by acquiring instructional aids such as books and teaching machines and a teacher. Other office machines can be added to give hands-on experiences related to business careers.

The West Chester State College Sharing Occupational Services Computer provided an opportunity for each student ot obtain immediate information on careers in which they were interested and also introduced them to new careers.

Reading was included as it related to the content areas. For example, students prepared vocabulary lists from class activities for further study.

The tremendous effort to make career and pre-vocational education a major part of the Chester County Intermediate Unit Summer Migrant Program is commendable. The work habits and the completed projects and activities refelct the enthusiasm of teachers and students.

Supportive Services

Health Services/Education - A plus for this migrant program is the organization and implementation of their health education goals. In this program, health has become a scheduled component of the curriculum. Each grade level has a health class which meets in the same time slot each week which increases continuity. Subject material includes the usual nutrition, dental, safety, hygiene, but also includes self-defense, social responsibility, body awareness, aggression/frustrations, and maturity. The use of films, hand-outs, learning centers, and classroom teaching enhances the effectiveness of the program.

Another benefit is the facilities and supplies available for general use as well as for emergencies. The fact that this program nurse is on-site daily diminishes the risks of "what do we do" if an accident occurs.

The dental screening was done by a dental hygienist. In addition, the children brush their teeth daily. However, this project is in need of a dentist to remedy their dental problems. Without an avenue for treatment, this portion of the program is incomplete.

Immunizations and physical exams also need further organization and increased implementation into their schedule. Placing a physician in the first couple weeks prevents proper screening, referrals, treatment, and follow-up. A program which does not provide the necessary immunizations hampers the health services to these children. Many migrants do not receive or have the mandated requirements and are not given an opportunity to get them unless they are provided in a summer migrant program. If these two elements of health services could be incorporated, the effectiveness of the program would be improved.

Of special note are the opportunities available to the students for counseling and guidance. Rev. Clark is on-site to give needed assistance for discipline, direction, and consoling. In addition, Dr. Freeman and his students are present for difficult situations and guidance referrals.

Local and State Agency Involvement - Involved interactions of agencies both on the state and local levels lends to good communications and achievements. The success of this program is contingent on the cooperation of its volunteers and supportive agencies. They definitely give much in the way of direction and expertise. As a result, the migrant students benefit. . Perhaps by increasing agency use and adding a caseworker the physical exams and immunization could be included.

Parental/Charitable Participation - The Migrant Parents Association of Chester County is the name of this project's parent committee. It is a newly formed association which participates in the curriculum activities. They are involved in field trips, diet supplements, and cook-outs. It seems to be a vary positive, directive group revolving around the children's needs.

Recommendations

1. Increase the amount and availability of Spanish materials and increase the usage of the Millersville Migrant Resource Center.

2. Increase the amount of classroom exposure to the language experience approach.

3. More emphasis should be placed on the needs of the children in the areas of math and reading at the upper levels.

4. Provisions should be made for immunizations, physical exams, and dental referrals, as necessary.

5. The testing program should be more clearly correlated with the actual instruction.

6. Increased use of learning centers in the primary and intermediate levels as supplements to the instructional program.

Commendations

1. The wealth of teaching supplies made available by the intermediate unit.

2. Organized small group instruction in both swimming and physical education.

3. The very desirable pupil/teacher ratio.

4. Individualzed and small group remedial activities.

5. Most effective utilization of teacher aides.

6. The lunchroom is supervised, but in a very relaxed manner.

7. Educational field trips are correlated with class instruction.

8. Utilization of local educational agency health records.

9. Implementation of a strong health education program.

10. Initiation of a Parent Advisory Council.

11. Implementation of a strong career awareness/pre-vocational education component.

12. The program should be commended for the implementation of the following 1976 recommendations: program should include activities dealing with art, music and folkways of other cultures; implementation of national objective V, which provides for career awareness and pre-vocational training; the addition of a health education component; non-restrictive use of buses for educational field trips; additional supervision in the cafeteria; and new facilities for the program.

Cheyney State College
Cheyney, Pennsylvania
(Delaware and Philadelphia counties)

I. Administrator of Grant: Dr. Ronald C. Watts, Dean of Continuing Education
Cheyney State College
Cheyney, Pennsylvania 19319

II. Project Director: Dr. Anthony Pinnie
Cheyney State College
Cheyeny, Pennsylvania 19319

III. Testing Program: Mathematics - Each student receives a pre-test which contains a sampling of 72 modules that form the basis of the program. The results of the pre-test determine the module that the student will be most comfortable with when he begins the program. At the conclusion of the program each student will be given a post-test. Also, the module that the student finally completes will be noted to determine the degree of gain.

Language Arts/Reading - The Botel Word Opposites Test was administered at the offset. In addition, each student will receive a word recognition test based on the plays to be used in the program.

Swimming - Each student is given a pre-test which determines the degree of swimming competence. A post-test will be administered to gauge the number of modules completed.

Career Awareness - Pre and post-tests will be administered to determine increased awareness and also to determine available work sources.

Background Information

The Cheyney Summer Migrant Program is a Title I, E.S.E.A. program administered at Cheyney State College. The project is in operation form early July until early August. Migrant children are bused to Cheyney where they are fed a hot breakfast and lunch.

The Cheyney project has a total enrollment of 70 children, mostly of Puerto Rican origin.

These children are recruited from basically two areas. District five of north Philadelphia is where much of the Puerto Rican population lives. West Chester, in Chester County, is the second area.

The families within the Cheyney project are predominantly staygrants. Parents find agriculture-related occupations in the New Jersey and West Chester areas.

National and State Objectives

The Cheyney State College Summer Migrant Program is operating in line with the eleven national goals and objectives and the objectives set up at the state level. The team was impressed with the dedication of the staff in working towards the attainment of the following national objectives:

1. The program provided the opportunity for each child to improve communication skills.
2. Provided the children with pre-school and kindergarten experiences that will prepare each child to function successfully.
3. Provided specially designed programs in the academic disciplines.
4. Provided activities designed to increase the child's social growth.
5. Provided programs to improve the academic skill, pre-vocational orientation, and vocational skill training.
6. Utilized every available federal, state, and local resource through coordinated funding.
7. Developed a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials.
8. Involved the school, community, and its available agencies.
9. Provided each child with proper health services.
10. Provided a program of home/school coordination.
11. Increased staff self-awareness and upgraded their skills for teaching migrant children.

The evaluation team was very impressed with the thoroughness and organization of the program as well as the love and dedication that each staff member demonstrated towards the children during our visit.

Local Objectives

Many of the local objectives coincide with those of the national and state objectives. However, the evaluation team believes that each project must develop their own set of objectives so that they may deal more specifically with their own priorities.

An excellent example of the value of developing local objectives can be seen at the Cheyney State College Summer Migrant Program with the implementation of undergraduate tutors. The use of undergraduate tutors is unique in Pennsylvania summer migrant programs. As viewed by the evaluation team the tutoring program is a marvelous technique with tremendous success.

The local objectives at Cheyney State College Summer Migrant Program deal with the following objectives:

1. Students will increase their basic vocabulary skills by 50 words appropriate to his/her grade level, as evidenced by appropriate pre-post tests.
2. Through a self-pacing individualized mathematics program each student will complete five consecutive modules based on a pre-post assessment.
3. Individual and small group instruction in crafts component.
4. Indivi[illegible]l and small group instruction in career awareness assessment.
5. Student[illegible]ll complete a number of swimming skills.
6. Students will demonstrate acceptable health and nutritional habits.
7. Students will expand their cultural experiences as the result of field trips, speakers, and specific classroom activities.
8. Staff will be in-serviced.
9. Enrollment and attendance goals.
10. Students willingness to work with the counselor.
11. Parent/community days and involvement.

The local objectives are thorough and quite practical, especially the curriculm objectives when one bears in mind the success factor due to the use of tutors. After evaluating the total program, the evaluation team feels that a very rewarding and beneficial summer is in store for all children involved in the Cheyney State College Summer Migrant Program.

Curriculum Report

Pre-kindergarten/Kindergarten - The pre-kindergarten/kindergarten was simply integrated with the overall program. Children were grouped according to specific strengths and weaknesses in academic skills, and not by chronological age. Because of this unique aspect, six year olds and eight year olds worked side by side depending on their skill development and needs. Thus, an individual, non-graded approach was used as a strong underlying fiber of the entire program.

Language Arts/Reading - The state evaluation team was most favorably impressed with the increased use of the language experience approach as the chief delivery system in this critical area of learning. By using learning expeience approach for the wirting of plays the Cheyney staff was thoroughly immersed in a multi-sensory mode of instruction. Plays that children wrote were then actually put on and demonstrated to a very attentive parent audience. In addition, the use of undergraduate tutors played a very important part in the language arts program, especially with regard to the enviable pupil/teacher ratio and the quality and efficiency of instruction.

Mathematics - All activities at Cheyney were highly individualized. The math area was no exception. Seventy-two modules of math skills were available to student participants. Pre-tests determined appropriate starting points based on individual strengths and weaknesses. Students, under the guidance of undergraduate tutors and Cheyney migrant staff, were plugged-in to the highly individualized program at that point.

Physical Education/Swimming - Organized physical education/swimming was most impressive. All activities were instructional and represented well thought-out planning by the Cheyney staff. Swimming especially was viewed most favorably. Individualization was once again the highlight of this program as it was with all others at the project. Recreational and group swims were also used as motivational devises to keep student interest at a relatively high peak.

Cultural Enrichment - Cultural activities were handled with a two-fold approach. Many activities were handled in the normal every day functioning of the regular classroom. Secondly, outside consultants from the Millersville staff were brought in to supplement these activities with more specific cultural aspects.

Academic Enrichment/Remedial Activities - A highlight of the Cheyney program was the utilization of undergraduate tutors. Students were "drafted" from summer methods courses being offered at Cheyney State College. Practical application of their classroom learning was observed in working with migrant students in the project. In addition, the tutors aided the individualization process and gave the project a most favoarable student/teacher ratio.

Career Awareness/Vocational Education - Every migrant student is given 15 hours of instruction in career awareness during the length of the program. The purpose of the course is to increase the student's career awareness through field trips, filmstrips, films, guest speakers, and small group guidance sessions. The basic materials include the Popeye Career Comic Series and the Career Awareness Guidance Counselor Program which was obtained from the West Chester Intermediate Unit. Students also have games and discussions and take home assignments to supplement class activities.

The objectives are to provide career awareness to art, cementing, plastering, glassmaking, brickmaking, tilemaking, and production of cinderblocks, porcelain enamels, and plaster casts, and to provide an introduction to crafts activities which can be applied throughout the student's lifespan for worthy use of leisure time and vocations.

The principle activities involve instruction in ceramics, leathercrafts, and weaving. The students rotate on an individual basis to various activity stations based on their ability to complete the projects.

Students are now completing the following projects: weaving potholders and place mats, weaving baskets to us as centerpieces or breadbaskets, plants grown from seeds will be replanted in the student's flower pots, making ceramic flower pots, making ceramic Christmas tree ornaments, making ceramic wind chimes, making a ceramic map of the United States as a plaque, and making ceramic candleholders. The leatherworking will consist of making key holders, bracelets, and barretts.

The crafts and career awareness components are well planned and a valuable part of the migrant student's education. The program could be enhanced by expanding it to include aspects of homemaking and woodmaking.

Supportive Services

Health Education/Services - Due to unforeseen circumstances of not having a program nurse, the strength of this year's program included only physical and dental aspects. Each child enrolled was screened for defects in both of these areas. The procedure for immunizations, vision, and hearing screenings are providd by the community and school districts during the regular school year. Due to the uniqueness of this program, which has no local community involvement, all referrals are based on family and district compliance. Nutritional education, concerning everyday living/manners etc., was utilized in many ways enhanced by a field trip. Without the presence of a program nurse, the health education component was difficult to evaluate. However, perhaps the curriculum could encompass this part until the situation is remedied. Practical application of health, such as dental (see recommendations) could also help achieve this with strong carry-over.

Local and State Agency Involvement - The Cheyney State College Summer Migrant Program is involved with the individual agencies represented in each school district served. Referrals, problems, and needs are forwarded with the assistance of the community caseworker to the appropriate agency, thus allowing for health deficiencies to be dealt with during the school year. This did not seem to present a problem because of the large number of provisional migrant children served.

Parental/Charitable Participation - Parental interaction and involvement centers on daily classroom activities and field trips. The cooperation and resources of each community served are encouraged and evidenced by such things as cultural meals, native dance, music, art, etc. The parent advisory committee, still in its infancy, can only add to the enrichment as well as heighten the successfulness of participation.

Agencies - Campus food services, Educational Development Center, Graduate School, Local School Boards, Elementary Education Department, Lions Club, and Student Government.

Recommendations

1. Recommend increasing the amount of materials in Spanish.

2. Practical application and follow through on health education.

3. Expand the industrial arts and home economics components as resources become available.

4. Inasmuch as nurse is unavailable, we recommend that basic health education be handled by the regular classroom teacher.

5. In-service undergraduate tutors in the construction and proper use of learning centers.

6. Increase learning center activities as a supplement to instruction.

7. If industrial arts students become available through a summer methods course, we recommend their utilization in the same manner as the reading and math tutors.

Commendations

1. The Cheyney migrant staff is to be commended for their efforts in reinforcing a positive self-image on all student participants of the program.

2. Food and food service were excellent. In addition, the manners of the children during mealtime were most commendable.

3. The implementation of a beginning counseling program was most impressive.

4. Strong individualized/non-graded program.

5. Impressive array of career awareness materials.

6. Undergraduate tutors is a most positive aspect of the program.

7. Consumer education in math with the older children was looked upon most favorably.

8. Educational field trips correlated with instructional aspects of the curriculum.

9. Anecdotal records kept on individual students.

10. Well structured swimming program, including instructional as well as recretional aspects.

11. Implementation of the 1976 recomendations as follows: increasing the amount of craft activities, expanding the career awareness component, and strengthening of the ESL component.

12. Cooperation with media, newspaper, and television.

Millersville State College
Millersville, Pennsylvania
(Berks, Carbon, Lancaster, Lebanon, Lehigh, Monroe, and Northampton counties)

I. Administrator of Grant: Dr. Robert J. Labriola
Director of Research and Learning Center
Millersville State College
Millersville, Pennsylvania 17551

II. Project Director: Jean diSabatino
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III. Testing Program: Botel Reading and Listening Word Opposites
Carrow Test for Auditory Comprehension
Monroe Math Test
FACES - Self-inventory

Background Information

The Millersville Summer Migrant Program consists of a total of 168 students who are located at two sites. The Reading site has 77 Puerto Rican children and 3 Mexican-American children for a total of 80 students. The Millersville program has 88 Puerto Ricans.

The educational components of the Reading and Millersville sites are different in structure and scope. In the Reading program a more structured program is evident. The national and state goals are followed very closely. In the "Summer Happening" at Millersville, a program has been developed around the theme "Everything is Beautiful" in which four areas are developed, namely "Getting to Know Me" (self and culture), "Swinging on a Star" (career awareness), "Living Free" (outdoor education), and a pre-school component.

Migrant families near Reading work in the mushroom industry, while parents in the other project work with meat packing, poultry, orchards, and vegetable picking.

Housing in the project area is mostly in rented projects or trailor units. The mushroom industry near Reading houses some of its families in camps and industry-owned housing. Lancaster area children are mostly staygrants and reside within Lancaster city where they attend Lancaster City schools throughout the year.

Since the large majority of children are of Puerto Rican origin, the cultural change is quite significant upon settlement in this area. Therefore, the Lancaster Spanish community in particular has become involved in their program in an effort to help children adjust to the change with a positive self-image.

National and State Objectives

This particular facet of the report is an overview of the entire program. The state team was most interested in evaluating every project based on the attempts to attain the national and state objectives. The various components of the two projects such as curriculum, statistical report, supportive services, staff in-service, etc. will be dealt with more specifically in other parts of this report. Whatever strong points or weak points we may have observed will be handled under Commendations and Recommendations.

In reference to the attainment of objectives, Reading and the Millersville "Summer Happening" will be dealt with as individual projects.

Reading - On August 1, 1977, the state evaluation team visited the Reading project. After reviewing that project, it has been concluded that the administration and staff are very much involved with the attainment of the national and state objectives. The evaluation team reviewed the evaluative criteria and are pleased to report that there was a majority of positive responses from the checklist of eleven national objectives and the objectives created at the state level. The program seemed thorough and well organized. The staff showed a great deal of empathy and love for the migrant children. The team was most impressed with the wide use of local agencies. We hope that a parental advisory committee will become a reality. The academic program must continue to grow so that the needs of all children involved will be met. In conclusion, we commend the staff for their involvement in striving to attain the national and state objectives. We feel that such work will make the summer program a successful one for all involved.

Millersville - Basing our conclusions on the evaluative criteria, the team was impressed with the high degree of positive responses from the evaluation of the Millersville project. Although the migrant program was integrated with the "Summer Happening" the team felt that all personnel were deeply involved in striving to fulfill the national and state objectives. We observed many fine educational activities at the "Summer Happening". The children were busy with their various projects and seemed to be enjoying the wide range of experiences. The staff at the "Summer Happening" is to be commended for their dedication to their program and to migrant children.

Local Objectives

The evaluation team believes that each project should have the opportunity to create a sound set of objectives locally so that the project may have the chance to deal more specifically with their own priorities. From our visits across Pennsylvania we have observed many unique programs due to the differences of student population, facilities, philosophies, and other facets of the various programs.

Both Reading and Millersville projects have the same local objectives. Even though the local objectives are the same, we will again be treating each project separately. The reason for treating each individually is mainly due to the somewhat varying approaches at the two sites.

Reading - Based on the state evaluation team's visit of August 1, it has been concluded that the staff at the Reading site is very much involved in fulfilling the objectives created locally at Millersville State College. Throughout our evaluation we observed many fine programs which provided each child with most rewarding experiences. A wide range of local objectives are practical and quite concise. If successfully attained, the team is most certain that a fine, all-around program will be achieved.

Millersville - As concluded from our visit of August 2, the state evaluation team was impressed with the manner in which the Millersville site is working to attain all of the objectives written at the local level. As previously mentioned, the list of local objectives created for these projects are quite concise, thorough, and practical. By striving to attain all of the local objectives it is certain that the children of the "Summer Happening" will benefit greatly from their experiences.

Curriculum Report - Reading

Pre-School Component - The pre-school component at Reading was viewed as being most highly effective. Materials, both hardware and software, were readily available for instructor and student use. Readiness activities were planned with learning effectiveness clearly in mind. Audiovisual materials were also used with a great deal of thought and planning. In general, this component reflected the organization and foresight that any early childhood program demands.

Language Arts/Reading - One of the major delivery systems for the area of reading was the language experience approach. Evidence of its use was most apparent throughout the classrooms. In addition, commercially prepared materials were used as the specific strengths and weaknesses of the students were determined. Individually prescribed instruction was also used in the reading area for those students severly retarded in reading and definitely needing the additional remediation.

Mathematics - The utilization of a consumer education approach in math was considered highly beneficial. Activities in banking, opening checking accounts, etc. were looked upon most favorably. Math activities were also supplemented with specific activities in the career awareness component. This was viewed as most positive since it reflected the strong team approach employed at Reading.

Swimming - Individual classes were scheduled for swimming on a daily basis. The advantages of an on-site pool at Reading were clearly evident. Time spent in the pool was divided between instructional activities and recreational swimming. The small size of the swimming classes greatly enhanced the overall instruction. Because of limitations placed upon the facilities at Reading, organized physical education was handled when the gym became available. However, the daily swimming instruction more than offset the need for a physical education component.

Arts and Crafts - Arts and crafts were handled as separate items in the curriculum. Classes were scheduled into the art room for daily instruction in this discipline. Activities involved the making of place mats, puppets, pillows, and other related activities.

Music - Music was handled as part of the normal classroom routine. Sing-alongs involving teachers and students were quite common. In addition, music was one of the primary vehicles for involving both students and teachers in cultural activities at the Reading site.

Cultural Activities - Cultural activities were a major part of the overall program at Reading. This component was not handled as a separate class, but was interwoven with all the curriculum components at Reading. It was felt that pride in Puerto Rican heritage and a feeling of self-worth was one of the most important objectives at the site and the state evaluation team agrees.

Career and Pre-Vocational Education - Students in the Reading project were placed in four groups according to age, Group A: ages 5-7, Group B: ages 8-10, Group C: ages 11-13, and Group D: ages 14-17. Children in the two younger age groups were exposed to career awareness activities as a part of class activities. They were made aware of community helpers such as policemen, firemen, doctors, nurses, restaurant employees, and others through the use of discussions, visual aides, role playing, and field trips.

Students in the two older age groups attended career education classes where they learned about specific occupations, finding a job, applications, interviews, and career ladders. Values clarification, reading, and student interest surveys were also emphasized. Activities included disucssions, directed reading activities, oral reports, films, field trips, and educational games. The students visited banks, a beauty school, the post office, a newspaper plant, the airport, a bakery, and a barbell factory.

A variety of instructional materials were available, including sets of books: Getting a Job, from Fearon Publishers, Inc., Real People at Work Career Vignette Series, from Educational Research Council of America, and Discover the World of Work, a bilingual series.

The career and pre-vocational educational program at Reading is doing a commendable job of improving student job awareness and attitude toward the world of work. Increased effort must be made to meet the fifth national objective of improving skill training for older migrant children by including experiences in industrial arts and home economics.

Curriculum Report - Millersville

Pre-School Component - The pre-school component at Millersville had at the forefront two major objectives: readiness activities and language skills. The readiness activities centered around such activities as choral singing, eye-hand coordination, craft activities, letter formation, etc. Language skills utilized a modified language experience approach to enrich the entire sequence of language development. It should be pointed out at this time that the Millersville Summer Migrant Program is integrated with the Millersville "Summer Happening". Consequently, both programs run under the logo "Everything is Beautiful" as a central theme. The curriculum components that are listed below are a part of the integrated program.

Arts and Crafts - This component was handled in the open space area of the Stayer Research and Learning Center. Many activities worked on simultaneously by the students were readily observable. Activities in paper mache, clay, painting, etc. had the children actively involved in the learning process.

Physical Education/Swimming - The physical education/swimming component was quite well organized and instructionally efficient. Daily activities in both areas reflected good educational planning and positive educational benefits. The state evaluation team was most favorably impressed with the small group instruction offered in these areas, especially in instructional swimming.

Music - Music was handled in a two-fold manner. Groups of students were involved in sing-alongs and cultural appreciation of music involving their heritage. In addition, music activities were handled as part of the regular classroom routine.

Supplementary Areas - The addition of student teachers on a part time basis reduced an already favorable pupil/teacher ratio to nearly an ideal point. Small group and individualized instruction offered by these student teachers can only enhance migrant education at Millersville.

Career Awareness/Culture/Outdoor Education - These three educational components were housed in the open space room at the Stayer Research and Learning Center. Each had as its main theme aspects centering on careers, cultural activities, and environmental education. Basic skills were handled in each area as the specific instructional activities dictated. When math or reading skills were needed appropriate instruction was administered. Learning center activities were highly visible throughout these three components. In addition, learning center activities involving basic skills were also observed as supplements to the instruction in these areas.

Career and Pre-vocational Education - Students participated in activities relating to careers in science, the military, restaurants, plumbing, mechanics, business, government, home economics, and others. Instruction was provided in small groups or individually at learning stations which appeared to adequately meet the interests of the students who selected their activities. Field trips to a bank, a grocery store, the telephone company, the state capitol, a television station, and the Valley Forge Music Fair were coordinated with class activities. The career awareness component provides an orientation to the world of work. The program may be enhanced by inclusion of the types of activities used at the Reading site such as the use of career books and values classifications.

Bilingual Education - The bilingual program is important to these students because of the necessity to speak English in our society. The vast majority of the children in this program are Puerto Rican, the rest Mexican children. English as a Second Language is therefore utilized as an important component of their curriculum. The class is conducted mainly in English by bilingual teachers and aides who are able to, when the necessity arises, use individualized instruction in both languages to explain, help, and correct the weaknesses of the students. It is noticeable that the bilingual materials -- music, learning centers, activities, and books -- are an asset to the bilingual program. Puerto Rican cultural enrichment was vividly noticeable by audio-visual aides depicting scenes of Puerto Rico and repetitions of the phrase "Puerto Rico me Encanta".

Parents should be involved from the beginning of the program so their cooperation may benefit the students as well as the teachers from the start. The Reading site has successfully added meals of Hispanic culture to their menus and it is recommended that this procedure be adopted by the Millersville site also. A distinct separation of English and Spanish by both teachers and students should be enforced in the student's education because the usage of a mixture of both languages in one sentence or even in a conversation encourages poor language habits.

Supportive Services - Reading

Health Services/Education - Provisions for health services such as immunizations, physicals, vision, and hearing have been made at the Reading site. All necessary screenings and referrals are completed by agencies, clinics, and a private physician. Lack of an on-site nurse, until just recently, deprived this project of the benefits of early health assessments and necessary referrals. However, plans for the needed health services are being done and should have immediate results. The advantages of an on-site nurse for emergency measures, completion of health services, and educational goals should provide positive results.

Hygiene, grooming, and health careers were this project's nucleus for health education. Field trips and audiovisual aids were correlated classroom learning, Planned health educational units on nutrition, dental, first aid, etc. would add greatly to the overall curriculum program. This could be accomplished with films, hand-outs, learning centers, and increased auiovisual aids. Structured classroom activities by the on-site nurse with teacher follow-up would enhance the health education objective.

Noteworthy is the degree of health service provided in the project's limited facilities. The ratio of students to available space, the number of usable access and exists, and the lack of fire extinguishers readily available is frightening with regards to safety. Perhaps procedures for possible emergencies would help alleviate immediate dangers until the facilities' feasibility can be reviewed.

Local and State Involvement - The Reading community is a rich resource for active participation of agencies at all levels. Without the utilization of these the health services would suffer. The community involvement permits the success of this project's supportive services. Interagency cooperation allows the flexibility necessary in meeting the needs of a healthy migrant child.

Charitable Participation - Soon plans for a Parent Advisory Committee will be underway. The values of this for the migrant students should be immediate. Increased carry-over into the homes and educational value recognition could provide encouragement for these children in their academic success. The rewards of parent participation and direction are positive communications necessary for a successful program. Field trips, a fiesta, and classroom activities furnish ideal opportunities for enjoyed parental involvement.

Agencies - Catholic Social Services, Intermediate Unit #14, Reading School District, Department of Health, Economic Opportunity Council, Pennsylvania Council of Farmworkers, Association of Blind, Association of Hearing Impairment, Kennedy House, Reading Community College, Y. W. C. A., City Hall, Police Department, CAP, Planned Parenthood, Manpower, and Bell Telephone.

Supportive Services - Millersville

Health Services/Education - All necessary health services and referrals are planned to be done cooperatively by use of the Spanish American Civic Association. Their responsibility includes all aspects of health services such as vision, hearing, physicals, immunizations, etc. Having an inclusive on-site service enables referrals to be solved directly as well. An earlier implementation of these services in the beginning of the program would enhance the completeness and effectiveness of this planning. In attempting to provide comprehensive health services, the Millersville Summer Migrant Program utilizes health information from the local school districts. Every means is directed towards establishing a complete MSRTS health forms.

Health education is incorporated into this project's career curriculum. This education included areas of nutrition, first aid, self defense, self-concept/value, safety, and personal hygiene. Learning centers, audio-visual aids, and hand-outs provided the elements for fostering these migrant children's learnings. Reinforcement was accomplished with field trips to beauty schools, fire stations, and police departments. Guest speakers and on-site demonstrations from policemen, etc. improves the effectiveness. This approach to health education is different and good. However, to provide a more comprehensive program, basic instructional units in health are needed for maintenance and prevention.

The self-concept/value education learning experiences should be complimented. A special need of these migrant children is to like themselves as they are. This project is teaching them this and more. These children are learning to accept their feelings, frustrations, and hurts and how to deal with them.

Local and State Involvement - Strong evidence of agency involvement is present. State and local interaction in this project prevents duplication, yet permits maximum help for the migrant child. This agency achievement meets the needs necessary to these children such as providing clothes, shoes, glasses, etc. The working relationship with community agencies, clinics, and centers supports this project's objective of a healty migrant child.

Charitable Participation - Although not active at present, plans are being made for a Parent Advisory Committee. Hopefully the formation of this group will prove valuable to this project. A lot could be gained by the participation, leadership, and suggestions of such a group. Such a group could provide the involvement and cultural enrichment missing.

Agencies - Spanish American Civic Association, CAP, Head Start, Community Food Nutrition Program, Millersville State College, Department of Welfare, Easter Seals, Janet Avenue Clinic, Furniture and Clothing Banks, and City and Community Outreach.

Recommendations

1. Future involvement with the national Reading Is Fundamental program at both sites.

2. Instructional unit in health education should be increased at both sites.

3. Physical screening at both sites should be completed much earlier in the program.

4. Definite need for more parental involvement at both sites.

5. The addition of a dental hygiene program at both sites.

6. Even though on-site swimming is available at the Reading site, the state evaluation team questions the desireability of the rest of the building because of the safety factors and the educational limitations imposed by Y. W. C. A. administration.

7. The Millersville "Summer Happening" Program is an excellent program for those students enrolled in it at Millersville. However, there is a need for more instruction in basic skills geared toward the specific strengths and weaknesses of migrant students.

8. Expand the career awareness component at both sites to include activities in pre-vocational skill areas.

9. Steps should be taken at both sites to ensure a carry-over of staff from one program year to the next. Such measures can only add continuity to the overall curriculum and instruction.

Commendations

1. The self-value/concept teaching approach (Millersville).

2. The great amount of materials.

3. The fine physical education and swimming components.

4. Small group instruction.

5. Correlating career awareness with the instructional program.

6. Using public schools for gathering important data.

7. Use of agencies to add to the quality of the program.

8. Use of aides and student teachers to enhance the educational program.

9. The strength of the pre-school and kindergarten was most impressive.

10. Outstanding creative activities observed in the programs.

11. Cultural enrichment components were well done.

12. Superior recruitment procedures.

13. Dedicated staff.

14. Implementation of 1976 Recommendations: utilization of the consumer education approach in math, increased exposure with the language experience approach, increased the number of instructional materials, involvement with learning center activities, additional classroom structure, increased the amount of career awareness materials available to students, and implementation of state recommended testing program.

Northwest Tri-County Intermediate Unit
Edinboro, Pennsylvania
(Crawford, Erie, and Warren counties)

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II. Project Director: Betty Patton
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III. Testing Program: Botel Word Opposities
Monroe Arithmetic Computation
FACES

Background Information

During the 1975-76 school year, utilizing a funding grant from the Pennsylvania Migrant Program, the Northwest Tri-County Intermediate Unit conducted an intensive identification of migrant students residing in and around the Erie County area.

The identification process revealed some unique characteristics in the migrant population. While the Eastern Stream migrant worker does come into the area during the spring and fall for planting and harvesting, the majority of the migrants reside in Erie and work in Ohio, Pennsylvania, and New York states during the growing season. At the end of the growing season these workers return to Erie and the majority of them live on welfare during the winter.

There also appears to be a rapidly growing influx of migrant workers whose previous home base was New York. Again, most of these individuals are on welfare and it can be reasonably assumed that the increased immigration is due to the financial difficulties being experienced in the large metropolitan areas.

The majority of the representative migrant population is Puerto Rican and is beset with all the difficulties experienced by non-English speaking individuals. However, it seems their difficulties are compounded by extreme poverty and illiteracy.

As state funding is limited for the 1976-77 school year, the project programs presented are top priority needs and are directed to meet the needs of migrant students at the critical ages. Priority I needs are also absolutely essential if the intermediate unit is to maintain any degree of creditability within the Spanish speaking community as well as sustain their continued cooperation.

National and State Objectives

Based on the evaluation team's visit it has been concluded that the Northwest Tri-County Intermediate Unit Summer Enrichment Program staff is deeply involved in the attainment of the national and statewide goals and objectives.

The evaluation team was most impressed with the organization and thoroughness of the program and the dedication of all staff. After reviewing the following: the curriculum, use of supportive services and other agencies, the organization of administration and staff, recruitment procedures (including MSRTS), and the implementation of statewide programs and objectives, the evaluation team feels that the migrant children are benefiting greatly from the summer enrichment program. At the same time, the program is following the guidelines at the national and state levels. The checklist at the end of the report indicates in a more specific way the implementation of the objectives.

Local Objectives

The state evaluation team was again most impressed with the staff's thoroughness and dedication to the attainment of the local objectives as presented in the program narrative. Naturally, many of the local objectives coincide with the national and state objectives. However, the state evaluators believe that a set of objectives developed locally must be done so that each project may become more specifically involved with their own priorities.

The local objectives in the Northwest Tri-County Intermediate Unit Summer Enrichment Program deal with the following:

1. Growth in language skills, both English and Spanish
2. Achievement in arithmetic skills
3. Awareness of a broad range of occupations
4. Demonstration of understanding and acceptance of Latin American and American cultures
5. Demonstration of an awareness of good health and nutritional practices
6. Achievement in physical fitness and recreational activities
7. Physical examinations and corrective health services
8. Maintaining regular attendance
9. Offering quality food services/nutritional needs
10. In-service of staff

The successful fulfillment of the latter objectives would certainly indicate a beneficial, thorough, and organized program. From our observations, it has been concluded that the staff is intently involved with completing the local objectives and through these efforts the children will be greatly rewarded.

Curriculum Report

Kindergarten - The kindergarten component was looked upon most favorably. Activities were organized and well thought out. Materials allowed sufficient flexibility and variety so as to increase motivation. In addition, the instructional leadership of the kindergarten teachers and her aides represented helpfulness, dedication, and a sincere concern for the education of the children in their care.

Language Arts - Language arts activities were observed in all of the K-4 classes. Evidence of language experience was readily observable. In addition, activities from traditional sources were employed on a daily basis, along with a number of skill activities and individual remedial experiences.

Mathematics - Mathematics is a daily part of the Summer Enrichment Program at Northwest. Instruction centered on textbook activities, skill sheet activities, and individual work with those students lacking basic math skills. Consumer education approaches in math were also evident. Planned activities in this area involved supermarket shopping, etc.

ESL - Because of the high influx of Hispanic children in the Northwest project, English as a Second Language was viewed as an integral part of the curriculum. Instruction was handled individually or in small groups. However, all students were exposed to bilingualism as a part of the normal classroom routine.

Career Education/Awareness - Most of the work done in this very important area was limited to awareness activities. Since the Summer Enrichment Program houses grades K-4, career education was deemed not applicable. The awareness segment, however, represented a well thought out and comprehensive component.

Music and art - Music and art activities were handled by the individual classroom teachers. Students were observed learning dances and involved in group activities. Creative art projects were also evident in all classes.

Physical Education/Swimming - The state evaluation team was pleased to see the implementation of an organized physical and swimming program. Activities in these areas involved all grade levels and were extremely supportive of the overall program.

Cultural Activities - Cultural activities were an on-going classroom responsibility. Cultural films, field trips, music, dancing, and many other activities were all integrated into the total educational program.

Educational Field Trips - All of the trips taken by the teachers and students of the Northwest Summer Migrant Program are of a strict educational nature. Perhaps more noteworthy is the fact that every trip is inter-related with a specific component of the curriculum.

Supportive Services

Health Education - The health education program is provided by a health education specialist and coordinated with the Minority Health Education Delivery System. Particular strengths were viewed in the areas of maintenance and prevention. Strong evidence of nutritional, safety, and dental units were seen at all grade levels. Audiovisual materials as well as puzzles, books, and hand-outs did much to improve the effectiveness.

Local and State Agency Involvement - A good working relationship with community agencies, clinics, and centers exists enabling this project to meet the needs of migrant children. Involved services enable the basic medical procedures i.e. physicals, dental, immunizations, to be provided as well as appropriate referrals and follow-up. Concentrated non-duplication of services are extended to meet the needs of each enrolled child.

Parental/Charitable Participation - A very active Migrant Parent Advisory Committee has been established to encourage additional parental involvement and to participate in the formation of educational programs for these minorities. This involvement is seen on field trips, classroom activities, and their fiesta.

Agencies - Center for the Blind, St. Martin's Center, Erie School District, John F. Kennedy Nato Center, Greater Erie Community Action Council, Northeast School District, Migrant Parent Advisory Committee, and Minority Health Education Delivery System.

Recommendations

1. Expansion of program to upper grade.
2. In-service in emergency procedures and first aid by all staff.
3. Recommendation that every effort be made to incorporate records in public schools.
4. Explore possibility of more involvement with service clubs, churches, and other such organizations.
5. Increased use of learning centers.
6. Need for a "hands-on" simplistic approach in home economics and industrial arts.

Commendations

1. Involvement with local agencies.
2. Implementation of a strong Parent Advisory Committee.
3. Implementation of a medical referral system.

4. Utilization of counseling facilities.

5. Most favorable pupil/staff ratio.

6. Wealth of materials including safety, health education, and academic materials.

7. Functional English as a Second Language program.

8. Cooperation with the local school district.

9. Organization and efficiency of program and staff.

10. Implementation of emergency fire drill procedures.

11. Lunch room shows evidence of orderly interaction between staff and students.

12. Implementation of the following 1976 recommendations: an organized physical education/swimming program, increased instructions in the academic disciplines utilizing a consumer education approach, increased exposure to the language experience approach, increased instruction in reading and writing Spanish, and increasing recruitment efforts by forty percent (40%).

West Chester Area School District
West Chester, Pennsylvania
(Chester County)

I. Administrator of Grant: Dr. Samuel Black, Director of State and Federal Funds
West Chester Area School District
320 North Church Street
West Chester, Pennsylvania 19380

II. Project Director: Joseph R. Turse
320 North Church Street
West Chester, Pennsylvania 19380

III. Testing Program: Botel Word Opposites Reading Test
Kulman-Andersen Math Test
FACES Questionnaire for Affective Areas

Background Information

The migrant families which migrate to West Chester originate mainly from the small town and rural areas of Puerto Rico. They represent lower socio-economic levels of the island and do take a most significant step in moving to the mainland in search of better opportunities for themselves and their children in West Chester, a suburban Philadelphia town of 21,000 people.

The children, as well as parents, experience the phenomenon of "cultural shock" and for this reason tend to live within local neighborhood communities throughout the West Chester borough. Nevertheless, since low-rent housing or available apartments are scattered throughout the borough, Spanish background families live throughout the community in clusters.

The parents of the children entered the West Chester areas seeking employment in the local mushroom processing industry. Due to the year round nature of the mushroom industry, children enter the school at varying times throughout the school year and parents did not follow the harvest as is customary for many migrant workers. Unemployment has caused social problems in the areas.

Mobility occured primarily due to the desire to return to Puerto Rico if employment and housing could not be found in West Chester. Many families returned to Puerto Rico with the intention of remaining there, only to return to West Chester within a year. There was very limited intra-state migration.

National and State Objectives

Based on the West Chester project's total involvement in striving to attain the eleven national objectives and the objectives set up at the state level, the evaluation team feels that the 1977 Summer Migrant Program will be a tremendous success for all those involved.

Through the evaluation of the total program, it has been concluded by the evaluation team that the following eleven national objectives are being met:

1. Provided the opportunity for each child to improve communication skills
2. Provided the migrant child with pre-school and kindergarten experiences
3. Provided specially designed programs in the academic disciplines
4. Provided activities which will increase the child's social growth, positive self-concept, and group interaction skills
5. Provided programs that will improve the academic skill, pre-vocational orientation, and vocational skill training
6. Implemented programs utilizing every available federal, state, and local resource through coordinated funding
7. Developed a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials
8. Developed communications involving the school, community, and its available agencies
9. Provided dental, medical, nutritional, and psychological services
10. Provided a program of home/school coordination
11. Increased staff self-awareness and staff in-service

Concerning an overview of the entire program, the evaluation team was very impressed by the organization and thoroughness of the administration and staff; especially when one bears in mind the great amount accomplished in just four weeks.

Local Objectives

The staff at West Chester is to be commended for their dedication in striving to attain the objectives created at the local level. The evaluation team feels that local objectives must be created so that each individual project has the opportunity to deal with their own priorities in a more specific manner. Because the program at West Chester is a four week program, the evaluation team believes that developing a thorough set of local objectives has certainly aided in the success of the West Chester project.

As viewed by the evaluation, the local objectives that are being attained are as follows:

1. Providing bilingual language instruction to improve the basic skills - oral, reading and writing in both English and Spanish, and aural.
2. Providing intensive instruction in English as a Second Language.
3. Integrating ESL teaching and basic survival skills of reading and math.
4. Exposing all students to career awareness and hands-on pre-vocational experiences.
5. Providing bilingual counseling and evaluation services and career education experiences.
6. Providing experiences supportive of the culture and heritage of the Spanish background child.
7. Providing pre-school activities.
8. Providing meaningful and enjoyable cultural activities through field experiences in the local community and regional area.

9. Assisting in the enhancement of the child's self-concept.
10. Providing a complete breakfast and Type A lunch.
11. Developing a medical and dental screening and follow-up program.
12. Contributing to the child's physical development through experiences in physical education and a structured "Learn to Swim" program.
13. Involving the parents of migrant children in program planning and activities.
14. In-service of staff.

All of the above objectives were observed. The evaluation team was impressed by the staff's ability, organization, and dedication.

Curriculum Report

Early Childhood Component - This component was handled with the division of students into two classes. However, because of the uniqueness of the facilities, teaming and large group interrelated activities were also employed. The state team was happy to see the use of the language experience approach even at this early level. In addition, the obvious use of small group and individual activities (techniques) were most evident in both classrooms.

Language Arts/Reading - The language experience approach is a highly visible delivery system for the language arts/reading component of the West Chester Summer Migrant Program. All classes observed showed signs of language experience approach work from previous instructional lessons or were actively involved in the approach during the time of the observation. It is also interesting to point out that many of the language experience activities were utilizing various careers as their central theme. This interrelation of two important components was viewed as a most positive approach.

Mathematics - All classes viewed handled mathematics as part of the normal school day. The consumer approach was also evident in the instructional lessons and classroom displays. In addition, learning center activities were used as a supplement in this area.

English As A Second Language - The ESL component was handled as a part of the regular classroom routine. The majority of the staff are bilingual, therefore formalized ESL components are not necessary. In addition, most aspects of the curriculum are bilingual, and therefore support an overall ESL program.

Organized Physical Education/Swimming - The organized physical education program was looked upon most favorably. Instruction geared to the needs of the students and also to their liking was observed as different level students filtered through the physical education facility. Instructional and recreational swimming was also looked upon most favorably. In addition, the amount of supervision present at poolside impressed the evaluation team with the West Chester's staff's concern for safety at this rather large facility.

Music and Art - Classroom teachers are primarily responsible for the areas of music and art. A certified music and art teacher are employed for two days each week for resource work with project personnel in these two areas. In addition, these two professionals are involved in the overall enrichment of their areas.

Supplementary Areas - Project administration has provided space for an on-site course in reading offered through West Chester State College. Students from West Chester enrolled in the course are involved with classroom theory in the early morning and then are assigned to one of the project teachers for practical application of their learning, in addition to individual tutoring and small group instruction.

Guidance - A first for maximum migrant services is the formalized usage of an on-site bilingual guidance counselor in the West Chester Summer Migrant Program. The trust of this person includes activities related to pupil oriented services. These services are viewed in educational, personal, socio-emotional, cultural adjustment, and career education/vocation placement and opportunities. The counselor serves as a resource and teaching person.

Her duties and responsibilities as a counselor to all migrant pupils include
-Provide individual and group guidance service to the student,
-Provide guidance and counseling services which minimize cultural crisis points in school adjustment and the child's educational sequence,
-Provide counseling services to pupils who are temporarily incapacitated by periods of emotional stress,
-Provide opportunities for students to explore career, vocational, and further educational and training opportunities and assist the student in decision making,
-Develop programs to explore part-time and full time employment opportunities in local community through vocational job placement activities,
-Provide services to facilitate the optimum learning environment for bilingual migrant students,
-Initiate, coordinate, and participate with teachers in conferences for parents,
-Recommend courses of action to be taken with children with social and emotional problems,
-Assist administrators in resolving behavioral, social, and adjustment difficulties of students,
-Assist administrators in working with parents of students with social and emotional problems,
-Recommend procedures for reporting pupil progress,
-Hold conferences or meetings for parents and lay groups,
-Visit parents in the home when possible,
-Consult with parents concerning the individual needs of their children,
-Refer parents to bilingual caseworkers, agencies, and outside community resources when necessary, and
-Interpret the bilingual and migrant programs to parents.

Home economics - Students attend this class for one hour each week for instruction in cooking, grooming, and sewing. Equipment includes a portable oven, a hot plate, a timer, four sewing machines, an iron and ironing board, hand sewing implements, and cooking ingredients. Students have prepared ice cream, cupcakes, cookies, and jello treats and completed a variety of sewing projects.

The career and pre-vocational education program is commendable. The acquisition of equipment and teachers and aides who can adapt instructional methods to meet the needs of the diverse levels of students and maintain student interest and enthusiasm is admirable.

The program can be improved by allowing adequate cleanup time and having the students move to and from shop classes on a timely basis.

Supportive Services

Health Education/Services - The West Chester Summer Migrant Program was successful in identifying, providing, and planning health problems, follow-up, referrals, and health maintenance along with prevention. The degree of this success is evidenced by the thoroughness, dedication, and interaction of their program nurse to the students, parents, community, and administration. This competency is manifested in each facet of the health services and education along with the health data transmitted to the MSRTS. All health services required, i.e. physicals, dentals, and immunizations, are provided with the completions necessary. Procedures for emergency problems and an excellent array of medical supplies heightens the program's health services.

Strong evidence of health education including safety, dental, nutrition, prevention, and basic first aide were viewed. The accomplishment of this education was done by the use of audiovisuals, hand-outs, puzzles, books, and games. Classroom participation of their nurse, using a team approach, as well as individualized health office teaching, compliments the overall effectiveness.

Noteworthy is the use of a dental hygienist who does dental screenings, flossing, brush-ins, and dental education. Her effectiveness in the migrant program is witnessed by the decrease of dental referrals and dental emergencies.

Caseworkers - Of special importance, and a basic component for the success of the West Chester Migrant Program, is the utilization of caseworkers. Identification and enrollment are the primary obligations of her role. The family data gathering, transportation, and community awareness/participation enhances her effective need. Involvement with the migrant child, family, and community, as well as the teachers, nurse, and administration places an overwhelming demand on her services. This involvement is to be commended.

Career and Pre-Vocational Education - The program provides opportunities for the students to become aware of their vocational aptitudes by exploring various occupations through hands-on experiences in many classes. Career education is woven into all phases of the program so that students may become aware of careers which are alternatives to migrant agricultural work. The K-3 primary students have career awareness in woodwork, plumbing, and sewing activities in the classroom. Students in grades 4 and up use the Singer/Graflex Vocational System (mobile van) and they also receive pre-vocational education in business education, industrial arts, and home economics. All classes are integrated with boys and girls.

Career awareness - In the classrooms of the primary and intermediate age levels there was a tremendous amount of materials on the walls and in the resource center that dealt with career awareness. The language experience approach was a widely used method of exposing the children to the various careers. Examples of the language experience approach were such topics as: "What does a doctor do" or "A visit to the store". Learning centers dealing with careers were also found in every classroom. Also available were films, filmstrips, and books. One very impressive series of materials was the "Discover the World of Work" series. The series was written in English and Spanish, and was prepared for all age levels. Another fine teaching technique was the use of large cards with the uniforms of various occupations drawn on them. The children would role play using dialogue describing the various occupations. Local field trips were related to careers. A bus is on-site at all times.

Singer/Graflex Vocational System - This mobile van is equipped with three learning stations for exploration and hands-on experiences in soldering and welding, electrical wiring, and plumbing. Stations may soon be added for nursing and cosmetology. All students in grade 7 and above have opportunities to work at all of the stations and have their progress and interests recorded by the instructor.

Business education/distributive education - Students attend this class for one hour once a week. The room is equipped with four typewriters, a cash register, adding machines and calculators, display materials, mannequins, a shadow box, and two reproduction machines. The equipment was borrowed from a local high school. The bulletin board was an attractive instructional aide.

Industrial arts - Students attend this class for one hour each week and learn to work with wood, plastic and synthetics, prinintg, electricity, and plumbing. The classroom contains a variety of industrial arts equipment.

Local and State Agency Involvement - As a result of agency relationships and interactions, this project accomplishes its objective of a health migrant child. Utilization of every available agency was evidenced. These services provided basic medical procedures as well as appropriate referrals with a minimized duplication.

Agencies - Department of Education, West Chester State College, Catholic Social Services, Community Center, Chester County Library, Intermediate Unit #24, Pennsylvania Association of Blind, Chester County Hospital, Chester County Visiting Nurses Assocation.

Parent Advisory Committee - The Parent Advisory Committee is totally involved in the West Chester Summer Migrant Program. Their activities include the following:

1. A series of meetings held with staff so that parents may contribute in-put to the program.
2. The committee is formed of parents volunteering from the orientation meeting and social function of all invited parents.
3. The district bilingual newsletter "El Coqui" is sent to all families weekly during the summer program.
4. The bilingual caseworker is making home visitations and transports parents to assist in the program on a daily basis.
5. Parents assist in classrooms and labs of the program on a daily basis and accompany students on field trips and prepare Puerto Rican lunches daily.
6. A culminating Open House with family typical picnic and children's program will be held near the conclusion of the program.

An interview with a number of parents was held by the bilingual member of the evaluation team. The parents indicated that they were "thrilled" with the project and they seemed very impressed with such components as bilingual education, pre-vocational education/career awareness, cultural activities, swimming, and physical education.

The project staff and the migrant community are to be commended for their impressive line of communication and their dedication to the exchange of ideas.

Recommendations

We recommend that the West Chester project staff and administration continue their fine efforts to maintain the present high level program in West Chester.

Commendations

1. A very well organized and efficient physical education/swimming program.
2. The addition of a bilingual counselor.
3. The extensive pre-vocational program.
4. A highly visible and involved Parent Advisory Committee.
5. Utilization of supportive personnel in the project.
6. The continued use of the language experience approach and the integration of career awareness into the language experience approach.
7. Educational field trips correlated with instructional lessons.
8. Overall instructional program.
9. Dedicated personnel.
10. The implementation of the following 1976 recommendations: the utilization of additional audiovisual material to give a complete overview of vocational training/ opportunities, and the additional structure and supervision of the swimming component.

PART III

EVALUATIVE CRITERIA
Based on the Eleven National Objectives of Migrant Education
1977 - 1978

and

IMPLEMENTATION OF STATE PLAN 1977

The following criteria are based on the Eleven National Goals of Migrant Education as developed by the National Migrant Committee and the Pennsylvania Department of Education's state plan which was developed by the project directors and representatives of the migrant programs.

EVALUATIVE CRITERIA

I. PROVIDE THE OPPORTUNITY FOR EACH MIGRANT CHILD TO IMPROVE COMMUNICATION SKILLS NECESSARY FOR VARYING SITUATIONS.

Yes ☐ No ☐ 1. The children display enthusiasm and motivation toward learning experiences.

☐ ☐ 2. The main emphasis of the curriculum reflects the development of each child's communication skills and language development.

Yes No
☐ ☐ open discussion
☐ ☐ conversations
☐ ☐ story telling
☐ ☐ relating news
☐ ☐ making announcements
☐ ☐ giving reports (i.e. show and tell)
☐ ☐ role playing

Yes	No	
☐	☐	3. English as a second language is an important part of the curriculum, for bilingual migrants, where applicable.
☐	☐	4. Reading materials in both languages will be provided, where applicable.
☐	☐	5. Children are encouraged to express and discuss ideas.
☐	☐	6. Teachers maintain an atmosphere of freedom for individual choices that develops self-control.
☐	☐	7. The instructional staff plans a program which fulfills behavioral objectives in the cognitive and psychomotor areas.
☐	☐	8. All instructors are properly certified in their major field of competency for their designated teaching assignment.

Comments:

II. PROVIDE THE MIGRANT CHILD WITH PRE-SCHOOL AND KINDERGARTEN EXPERIENCES GEARED TO HIS PSYCHOLOGICAL AND PHYSIOLOGICAL DEVELOPMENT THAT WILL PREPARE HIM TO FUNCTION SUCCESSFULLY. (Note: This item will be judged on the lowest grade enrolled.)

Yes	No	
☐	☐	1. The children are constructively active, displaying self-control, and self-discipline.
☐	☐	2. Children are encouraged to exercise individual initiative to develop beneficial habits.
☐	☐	3. The children are willing to assume a share in group responsibilities.
☐	☐	4. Children are helped in developing a wholesome self-image.

Yes	No	
☐	☐	5. Teachers display a positive approach to children by recognizing their contribution, regardless how small.
☐	☐	6. Teachers use kindness but firmness in terms of setting parameters.
☐	☐	7. Teachers help children to "help themselves" in work and play.
☐	☐	8. Teachers judge children individually in terms of their maturity and background experiences.
☐	☐	9. Children are provided for in terms of their own rate of development. (Specific strengths and weaknesses)
☐	☐	10. The program includes a variety of manipulative objects to clarify learning concepts.
☐	☐	11. Activities will be provided which will improve sensory-motor perception in accordance with the development of the child. (Small muscle development)
☐	☐	12. Children will be provided with organized physical activity.
☐	☐	13. The curriculum is responsive to the needs of migrant children by reflecting a balanced and flexible program of planned activities appropriate to the child's social, emotional, physical, and intellectural level.

Comments:

III. PROVIDE SPECIALLY DESIGNED PROGRAMS IN THE ACADEMIC DISCIPLINES (LANGUAGE ARTS, MATHEMATICS, SOCIAL STUDIES, AND OTHER ACADEMIC ENDEAVORS) THAT WILL INCREASE THE MIGRANT CHILD'S CAPABILITIES TO FUNCTION AT A LEVEL CONCOMITANT WITH HIS POTENTIAL.

Yes	No	
☐	☐	1. The program provides the child the opportunity to move at his own rate from one achievement level to another.
☐	☐	2. The program uses multi-sensory approaches in strengthening the learning process for children.
☐	☐	3. The program includes a variety of experiences to provide for each child's interest.
☐	☐	4. The program provides for large group, small group, and individualized instruction.
☐	☐	5. The project utilizes the Millersville Migrant Resource Center's materials.
☐	☐	6. Reading Is Fundamental books are available to the students.
☐	☐	7. The teachers conduct remedial instruction through application of appropriate materials for each child's level of ability.
☐	☐	8. The teachers assist in counseling and guidance for screening those students in need of such services.
☐	☐	9. The project has implemented the testing program recommended by the state migrant conference.
☐	☐	10. The aides assist teachers in:

Yes	No	
☐	☐	tutoring in subject areas
☐	☐	conducting meaningful drills
☐	☐	supervising extracurricular activities
☐	☐	leading children in organized physical activities

☐	☐	11. The program provides for experiences in consumer education.

Yes No

☐ ☐ 12. The education program contains facets of:

Yes No

☐ ☐ role playing to develop interdependence of all people

☐ ☐ activities for children to develop creative expression

☐ ☐ music for appreciation, relaxation, rhythm development, etc.

☐ ☐ art to express feelings through various media

☐ ☐ field trips to correlate teaching units

☐ ☐ curriculum development that captures children's interest

☐ ☐ rest time for the child, where applicable

☐ ☐ oral surveys, written tests, and anecdotal records of every child's progress

☐ ☐ seat work which is meaningful and assists children to develop in skill communication

Comments:

IV. PROVIDE SPECIALLY DESIGNED ACTIVITIES WHICH WILL INCREASE THE MIGRANT CHILD'S SOCIAL GROWTH, POSITIVE SELF-CONCEPT AND GROUP INTERACTION SKILLS.

Yes No

☐ ☐ 1. The program teaches children how to choose and prepare foods that are inexpensive, appealing, and nutritional.

☐ ☐ 2. The program emphasizes the practical use of subjective materials to real life situations by:

Yes No

☐ ☐ providing the child the opportunity to learn the use of eating utensils

☐ ☐ encouraging table manners

☐ ☐ having the teachers and teacher aides eat with the children to demonstrate common courtesies.

☐ ☐ 3. The program fosters tolerance, respect, and appreciation for other cultures by:

Yes No

☐ ☐ studying art of other cultures

☐ ☐ studying music of other cultures

☐ ☐ studying dances of other cultures

☐ ☐ studying folkways and mores of other cultures

☐ ☐ serving food native to other cultures

☐ ☐ 4. The program fosters a sense of responsibility to self and to the group by appreciation for the heritage each participant has brough with him.

☐ ☐ 5. The program fosters a sense of responsibility to self and to the group by knowledge of the heritage each participant has brought with him.

☐ ☐ 6. The children share toys, books, and other materials.

☐ ☐ 7. The children have the responsibility of the care of a particular item (i.e., book, animal, toothbrush, etc.).

☐ ☐ 8. The instructional staff makes a regular assessment of the child's progress and needs.

☐ ☐ 9. The instructional staff makes daily evaluations of their program to fit emerging individual needs.

Comments:

V. PROVIDE PROGRAMS THAT WILL IMPROVE THE ACADEMIC SKILL, PRE-VOCATIONAL ORIENTATION AND VOCATIONAL SKILL TRAINING FOR OLDER MIGRANT CHILDREN.

Yes No

☐ ☐ 1. Field trips are made available in career opportunities, enabling the migrant child to explore career options.

☐ ☐ 2. The project provides reading materials that will enhance interest for career opportunities to these children.

☐ ☐ 3. The program includes experiences in industrial arts, and home economics.

Yes No

☐ ☐ 4. Provisons have been made to assist students in an assessment of their own abilities.

☐ ☐ 5. Project personnel provide individuals with information and necessary assistance to make meaningful and informed occupational choices.

☐ ☐ 6. The students have access to extensive current information about:

Yes No

☐ ☐ occupations

☐ ☐ requirements for occupational entry

☐ ☐ opportunities for occupational preparation

☐ ☐ opportunities for employment in various occupations

☐ ☐ 7. Community resources are used to explore career opportunities.

Comments:

VI. IMPLEMENT PROGRAMS, UTILIZING EVERY AVAILABLE FEDERAL, STATE AND LOCAL RESOURCE THROUGH COORDINATED FUNDING, IN ORDER TO IMPROVE MUTUAL UNDERSTANDING AND APPRECIATION OF CULTURAL DIFFERENCES AMONG CHILDREN.

Yes No

☐ ☐ 1. The program utilizes money from the United States Dement of Agriculture for purchasing food, where applicable.

☐ ☐ 2. The program utilizes money from the Department of Welfare to provide day care centers, where applicable.

☐ ☐ 3. The program utilizes social workers provided by the Department of Welfare, where applicable.

☐ ☐ 4. The Department of Health provides the necessary health services, where applicable.

☐ ☐ 5. List the state agencies involved in the planning of the program:

_____

_____

_____

6. List the local agencies involved in the planning of the program:

_____

_____

7. List the services the project has available through the social worker/caseworker:

_____

_____

Comments:

VII. DEVELOP IN EACH PROGRAM A COMPONENT OF INTRASTATE AND INTERSTATE COMMUNICATIONS FOR EXCHANGE OF STUDENT RECORDS, METHODS, CONCEPTS, AND MATERIALS TO ASSURE THAT SEQUENCE AND CONTINUITY WILL BE AN INHERENT PART OF THE MIGRANT CHILD'S TOTAL EDUCATIONAL PROGRAM.

At the local level, appropriate project personnel will be employed to carry out the following objectives.

Yes	No	
☐	☐	1. To identify all migrant children who are eligible for inclusion in the Migratory Child Compensatory Program.
☐	☐	2. To identify eligible migrants already enrolled in the schools.
☐	☐	3. To enroll every identified migrant child in the Migrant Student Record Transfer System.
☐	☐	4. Have parents been informed that their children are enrolled on MSRTS?
☐	☐	5. To insure proper utilization of the MSRTS.
☐	☐	6. To gather enrollment, educational, and health data from the school for the Terminal Operator.
☐	☐	7. To assist in development and implementation of effective parental involvement.
☐	☐	8. To promote community awareness of the Migratory Child Compensatory Program.

Yes No

☐ ☐ 9. To improve the life of the migrant child by facilitating the delivery of health services to migrant children.

☐ ☐ 10. To inform the migrant family of available health services.

☐ ☐ 11. To assist in providing continuity of health service through intra and interstate communication.

☐ ☐ 12. To assist in promoting continuity of services through interstate and intrastate cooperation.

☐ ☐ 13. To make sure a specific teacher has been assigned to handle the records of their particular group.

☐ ☐ 14. The records are on file in a place that allows easy access for the teacher.

Comments:

VIII. DEVELOP COMMUNICATIONS INVOLVING THE SCHOOL, THE COMMUNITY AND ITS AVAILABLE AGENCIES AND THE TARGET GROUP TO INSURE COORDINATION OF ALL AVAILABLE RESOURCES FOR THE BENEFIT OF MIGRANT CHILDREN.

Yes No

☐ ☐ 1. Efforts are made to involve the parents as an integral part of the migrant project.

☐ ☐ 2. The program has personnel who can add to cultural enrichment by supplementing music, art and history of minority cultures.

☐ ☐ 3. The program has aides who can provide an opportunity for reinforcing English as a second language, where applicable.

☐ ☐ 4. The program has aides who are bilingual, where applicable.

☐ ☐ 5. The instructional staff has used available community resources in the educational program.

☐ ☐ 6. The program utilizes the efforts of:

Yes No

☐ ☐ police department

☐ ☐ fire department

☐ ☐ churches

☐ ☐ service clubs

Yes No

☐ ☐ 7. Cooperation with the news media (newspapers, radio, television) in the release of bulletins, announcements, or any other related materials.

☐ ☐ 8. Communication with migrant families is an important part of the program (bulletins, pamphlets, visits of social workers, etc.)

Comments:

IX. PROVIDE FOR THE MIGRANT CHILD'S PHYSICAL AND MENTAL WELL-BEING BY INCLUDING DENTAL, MEDICAL, NUTRITIONAL, AND PSYCHOLOGICAL SERVICES.

Yes No

☐ ☐ 1. The program contains a class "A" lunch for each child as prescribed by the U. S. Department of Agriculture.

☐ ☐ 2. The program provides a breakfast for each child.

☐ ☐ 3. The provides a snack for each child.

☐ ☐ 4. The program teaches children the importance of cleanliness and proper food handling.

☐ ☐ 5. The program furnishes clothing to those children in need.

☐ ☐ 6. The program has current health records for each child.

☐ ☐ 7. The program makes provisions for home visitations with the child's family to folow-up on health defects.

☐ ☐ 8. The program contains a complete health education program.

List the programs available, such as nutrition, dental, hygiene, safety, self-value, first-aid, etc.

_____

_____

☐ ☐ 9. The program provides for:

Yes No

☐ ☐ complete physical examination

☐ ☐ immunizations

☐ ☐ dental examinations

☐ ☐ eye test

☐ ☐ hearing test

☐ ☐ tuberculosis test

Yes	No	
☐	☐	provisions for emergency treatment
☐	☐	referral implementation system

Comments:

X. PROVIDE A PROGRAM OF HOME SCHOOL COORDINATION WHICH ESTABLISHES RELATIONSHIPS BETWEEN THE PROJECT STAFF AND THE CLIENTELE SERVED IN ORDER TO IMPROVE THE EFFECTIVENESS OF MIGRANT PROGRAMS AND THE PROCESS OF PARENTAL REINFORCEMENT OF STUDENT EFFORT.

Yes	No	
☐	☐	1. The program includes programs where migrant children demonstrate to their parents what they have learned in school.
☐	☐	2. The program includes a fiesta or some other social event(s) as a method of increasing parental involvement.
☐	☐	3. The parents of children are invited to accompany teachers and children on field trips, where applicable.
☐	☐	4. Personnel are encouraged to make home visitations to establish personal contact with the parents.
☐	☐	5. Are plans being made for the formation of a Parent Advisory Council for planning cultural and educational needs?

Comments:

XI. INCREASE STAFF SELF-AWARENESS OF THEIR PERSONAL BIASES AND POSSIBLE PREJUDICES AND UPGRADE THEIR SKILLS FOR TEACHING MIGRANT CHILDREN BY CONDUCTING IN-SERVICE AND PRE-SERVICE WORKSHOPS.

Yes	No	
☐	☐	1. All project personnel have been in-serviced to include experiences designed to increase awareness and sensitivity to the migrant child and community.
☐	☐	2. Project personnel show evidence of sensitive awareness toward the children.

Yes	No	
☐	☐	3. The project personnel participate comfortably, effectively, and democractically in culturally mixed groups.
☐	☐	4. The project personnel have awareness of value issues and a sense of personal responsibility for value judgements regarding relationships across cultural lines.
☐	☐	5. The project personnel use the children's racial, ethnic, and cultural backgrounds as an educational resource.
☐	☐	6. The project personnel interpret matters relating to the student's socio-economic status and/or culture.
☐	☐	7. The effectiveness of the learning experiences has been periodically evaluated by the migrant community.
☐	☐	8. Certified instructors who have exhibited empathy for the minority student are selected for the migrant education program.
☐	☐	9. Evidence of (state) in-service training is readily observable in each migrant project.
☐	☐	10. The project follows the guidelines as outlined in the state plans.

Comments:

IMPLEMENTATION OF STATE PLAN

Objectives

As a means of meeting the needs of the migrant children and their programs in the state of Pennsylvania, the following objectives have been developed, based on the stated assessments in the state plan.

I. STAFF DEVELOPMENT

Yes No

☐ ☐ 1. Developed a program that dealt with training teachers who have non-English speaking or limited English speaking children. The program dealt with the techniques involved in teaching English As A Second Language and language development in general, as well as the migrant child's special needs.

☐ ☐ 2. Developed an in-service program that enabled teachers to understand the various cultural backgrounds of the students and provided the opportunity to learn the child's dominant language.

☐ ☐ 3. Developed close contact with those teachers who had migrant children during the year and orientated them to the staff development program and other supportive services available to them.

Comments:

II. CURRICULUM

Yes No

☐ ☐ 1. Developed a set of objectives that were minimally required by the state's local sites.

☐ ☐ 2. Revised, reviewed, and adapted the curriculum of those home base areas that would assist Pennsylvania in carrying out the stated objectives.

☐ ☐ 3. Explored the possibility of developing a means of circulating suggestions on the materials, planning in-service for effective use of materials, and developing central purchasing of materials.

☐ ☐ 4. Coordinated a reading program for the migrant children. Reading Is Fundamental gave children books to take home.

Comments:

III. COMMUNITIES

Yes No

☐ ☐ 1. Coordinated educational services with the needs of the migrant communities in the areas of education to increase their understanding of living in the United States.

☐ ☐ 2. Coordinated home/school activities with the migrant parents to aid them in the organizing of their agencies and services to the migrant communities.

Comments:

IV. ADMINISTRATION

Yes No

☐ ☐ 1. Each site had a migrant program site director who kept in close contract with the daily operation of the program.

☐ ☐ 2. Instructional programs were tailored to the learning styles of migrant children by placing emphasis on physical involvement and building feelings of security and self-esteem.

☐ ☐ 3. Learning activities emphasized positive aspects of the migrant's subculture.

☐ ☐ 4. Each site provided adequate health services.

☐ ☐ 5. Each site provided food services to the children enrolled.

☐ ☐ 6. Each site included one meal function to which the parents were invited.

☐ ☐ 7. Each classroom had reading materials for the wide range of abilities.

☐ ☐ 8. Preschool and primary school children had an adequate supply of materials and equipment, such as puppets, puzzles, blocks, tools, and other items, for instruction and creative play.

☐ ☐ 9. The program planned to operate for the entire period of time that the migrants were in the community.

☐ ☐ 10. Special programs for youth were conducted in the evenings and on weekends and were scheduled so that they did not conflict with the students' responsibilities as members of the migrant crew.

☐ ☐ 11. Maximum use was made of aides.

☐ ☐ 12. An orientation period for the staff was provided.

☐ ☐ 13. Local staff development activities were included in each site.

Yes No

☐ ☐ 14. Forms and reports to the state office were tendered promptly and accurately.

☐ ☐ 15. Special attention was given to the procedures of the national Migrant Student Record Transfer System.

☐ ☐ 16. All agencies, both public and private, providing services for migrant children were contacted and given the opportunity to participate in the total child development process.

Comments:

APPENDIX

Reports of State Technical Assistance Staff, Millersville State College

Migrant Teacher Resource Center

The Migrant Teacher Resource Center has been functioning since June 1977. Books, films, and other materials have been borrowed and returned to the center since then. Several training sessions for teachers, administrators, nurses, and recruiters have been held in the center itself.

In November the first Saturday workshop for year-round teachers was held. There were fifteen participants from areas as far away as Lewisburg, Gettysburg, and Chester County. The results of the workshop were most positive with requests from everyone for more of the same in the near future. Suggestions for future topics were also made.

The center itself houses bilingual materials, books, filmstrips, cassettes, and films on many varied topics from culture to career awareness to teacher training. The materials are ready to be loaned and continue to be borrowed both through personal visits and the mail.

The Migrant Teacher Resource Center is part of the year-round staff development plan of the Pennsylvania Migrant Education Program.

The focal points of the center are to:

- secure audio visual materials pertinent to classroom needs
- distribute instructional and non-instructional materials appropriate for the migrant children
- obtain adequate quantities of materials related to the cultural background of the children being taught
- provide fundemental staff development and teacher training for the migrant program, and
- provide program planning in the areas of testing, curriculum, in-service, materials purchasing, etc.

Through the establishment of the Center the hope of the Pennsylvania Migrant Education Program is the development of innovative ideas in teaching and curriculum, and also the Center is seen as a showcase for visiting migrant teachers and migrant personnel.

As the Migrant Education staff is served, it is hoped that all those teachers in public school districts who have contact with migrant children and wish to better serve them will also visit the Center.

As a means of meeting the curriculum needs, the following content areas can be explored at the Center:

- career/pre-vocational/vocational/agri-business education
- health and nutrition education
- early childhood education/parent education
- language development/language arts
- mathematics
- testing and diagnosing
- migrant adult education/curriculum design
- staff development and teacher training
- physical education
- multilingual/multicultural education
- enrichment through creative arts and the humanities.

Migrant Student Record Transfer System

A better growing season and more thorough recruitment activities contributed to an increase of approximately 300 children in the 1977 summer programs. During the past summer, Pennsylvania experienced a dramatic increase in children in almost all areas receiving itinerant migrants.

A new method for calling in enrollments for itinerant children was put into operation this past summer. The call-in enrollments were designed to cut the arrival time of the Transfer and Medical forms by at least three days. Our efforts to save time were somewhat negated by an overloaded computer system. A new computer, capable of handling the ever-mounting load from the field, has been installed and will be ready to meet our needs for summer 1978. The call-in enrollments should enable forms to reach teachers and nurses within three days of a child's arrival.

Several projects can now boast records specialists having more than a year's experience with MSRTS. These people are propelling Pennsylvania into a new phase of operation with the system. They are eliminating problems on the local level which prevent timely delivery of the MSRTS forms to teachers and nurses. The records specialists also assist the recruiter with his/her activities, serve as an on-site MSRTS expert, and distribute the forms. The success of MSRTS in 1978 will be greatly enhanced by the accumulated experience of our records specialists.

Recruitment

Recruitment has received heavy priority in the Pennsylvania Migrant Education Program this year. A concerted attempt was made to draw the twenty full-time and part-time recruiters into a cohesive body through periodic training. Recruiters will receive four training sessions between September 1, 1977, and August 31, 1978. The session will concentrate on defining the recruiter's activities, discussing common concerns, and identifying ways to improve our recruitment methods.

The increased emphasis on recruitment has lead us to hire recruiters who are recombing areas where recruitment has taken place previously. We have also begun recruiting this year in unsurveyed urban areas like Chester, Lebanon, Lehigh Valley, and Harrisburg. With new enrollments from these and other areas, Pennsylvania can expect an enrollment for 1977-78 of close to 3,000 children.

Recruiter Obligations, Responsibilities, and Services

The recruiters' activities will be monitored by both the site directors and the Recruitment Coordinator. Local problems or concerns should be handled by the site director, but questions concerning state policy, such as eligibility and validation, should be directed to the Recruitment Coordinator.

Each recruiter should write a short report at the end of each month to be submitted to the site director and the Recruitment Coordinator. This report will outline the recruiter's work during the past month, summarize enrollments made, and include any concerns or problems which the recruiter has or will encounter in his/her work. This report will help to put the recruiter's work performed during this time in perspective and lay the groundwork for constructive self-criticism. The reports will be used along with the evaluation received from the site directors to formulate a quarterly evaluation for each recruiter.

Some recruiters may not be located in the same office as their site director, but they still hold an obligation to visit the site director at least once a month. The monthly report should be submitted and dsicussed at this time. Site directors retain the option to request more frequent visitations. The purpose of these visits is to appraise the site director of the recruiter's work since the last visit and provide him/her with enough data to permit good program planning.

In areas having more than one recruiter per project, the recruiters will meet jointly with the project for submission of the reports.

In addition to the aforementioned obligations, each recruiter is charged with fulfilling the following responsibilities:

1. Identify all potential migrant children in his/her area.

2. Enroll these children on state eligibility forms.

3. Perform all subsequent enrollment and validation activities on the the children previously enrolled.

4. Attend the periodic, scheduled training sessions. A new recruiter should not expect to begin working until he/she has received adequnate training.

5. Submit a brief, weekly work and any other requested reports.

6. Visit the site directors at least once a month to keep them appraised of their activities and any new developments.

7. Make a needs assessment of the migrant community which will allow the site director to better channel his resources toward those who must direly need our services.

8. Serve as home-school liaison during the school year.

9. Perform other duties as prescribed by the State Director.

Records Specialist

The MSRTS Coordinator oversees the operation of the system state wide, but each project must have a records specialist to handle the technical operation of the Record Transfer System on the local level. The records specialist receives training and direction from the state MSRTS Coordinator and then must carry through with this training at his/her site.

The records specialist is not a clerk. The job entails clerical work, but as overseer of MSRTS at the site, the records specialist will be drawn into other activities such as teacher training and helping the local recruiter.

The following is a detailed list of the records specialist's job responsibilities:

1. In the event that the MSRTS State Coordinator cannot make the local in-service, the records specialist would perform the training.

2. Serves as a MSRTS resource person on the local level.

3. Serves as liaison between the local site and the terminal.

4. Makes the central office aware of any problems such as missing records, incorrect data, duplicate enrollments, children to be terminated, etc.

5. Files the records and eligibility forms and makes them available to project personnel.

6. Disseminates forms to personnel working in the regular school term.

7. Maintains an active and inactive file.

8. Supplies recruiters with a list of children needing eligibility forms.

9. Makes sure recruiters have obtained an enrollment form for all children enrolled and a re-enrollment form once a year for provisional students.

10. Reviews eligibility forms for accuracy.

11. Ensures recruiter follows through with information sent on Sections I and II of the ISEMS report.

12. Follows through with information given to them by recruiters concerning enrollments, withdrawals, and inter/intrastate destinations.

13. Distributes a copy of the PEVR report to recruiters to aid in enrolling.

Pennsylvania/Puerto Rico Liaison Officer

Responsibilities of this liaison officer are to be a link between Puerto Rico and mainland teachers and to be a resource person to the Pennsylvania Migrant Program about the Puerto Rican issues and cultures.

This year attention was focused to collaborate with the MSRTS Coordinator to organize the Spanish communities and to help identify and locate the Puerto Rican migrant children and to collaborate with local site directors to advise them about cultural activities for the Puerto Rican.

In summary, most of the outstanding activities are listed below:

1. Regular communication and follow-up with Puerto Rico in relation to educational problems of Puerto Rican migrant children in Pennsylvania.

2. Coordination with the Secretary of Education of Puerto Rico and other top decision-making officials about current and future coordination with Puerto Rico and Pennsylvania.

3. Organization of all the Spanish communities of Pennsylvania to help in the recruitment and identification process of the Pennsylvania Migrant Program.

4. Representing the Pennsylvania Migrant Program on the local Spanish Center's Board of Directors, the Pennsylvania Council of Farmworkers, National Parent Advisory Committee, Human Relations Committee of Millersville State College, Pennsylvania Department of Education Project 81, E. S. L. Committee of Millersville State College, and other conferences and workshops.

5. Presenting different workshops and training sessions about migrant education and the Puerto Rican culture.

6. Developing cultural and curriculum material for the Puerto Rican migrant children.

7. Organizing an exchange program for teachers between Puerto Rico and Pennsylvania.

In general, the liaison officer provides the migrant staff with a resource person for the orientation of greater understanding of the Puerto Rican cultures and the behavior of the migrant child and his family.

Because of the importance of recruitment for this year, a lot of time and effort was spent in that area.

Brief Summary of Progress Made in the Establishment of State-Wide Testing For the Provisionally Migrant Child

With the growth of Migrant Education in Pennsylvania and the subsequent move towards serving the provisional migrant child on a year-round basis, the need for standard state testing procedures has been repeatedly exposed. In an attempt to satisfy this need, each migrant program site director chose an individual or group of individuals, attuned to the various aspects of testing to participate in a state-wide committee charged with the task of establishing state-wide testing procedures. September 31 to October 1, 1977 marked the first meeting of this group. The initial objective of this first meeting was the selection of language dominance testing materials for year-round use in Pennsylvania Migrant Programs. The following are a few of the more relevant conclusions from that meeting.

Test Selection

In order to obtain a clear, immediate assessment of the migrant child's needs the committee agreed that a language dominance/proficiency test should be administered initially. The results of such evaluation would determine the dominant or first language of the child. It was decided that testing should be done on three levels, from a quick assessment of home language dominance on level one to a diagnostic view of language proficiency on level three. The tests chosen for each level are as follows:

- Level One - the Monroe Quick Assessment Inventory
- Level Two - the James Dominance Test and the Bahia Oral Language Test (Bolt)
- Level Three - the Bilingual Syntax Measure, the Carrow Test For Auditory Comprehension of Language, and The Language Assessment Scales (Las I and Las II)

Recommendations

The selection of validated language dominance/proficiency tests is only a partial fulfillment of migrant education's needs. What must accompany test selection, if we are to be at all successful, are a list of recommendations, a set of procedures pertaining to testing, future plans for testing evaluation, etc. The following are some of the recommendations and procedures established by the committee:

1. Testing committee decisions, which met site directors' approval, require support of all site directors and personnel.
2. All levels of testing should be used in Pennsylvania for a period of two years (starting early 1978).

3. A testing library should be set up in the Migrant Teacher Resources Center. The library will contain at least one copy of all tests to be field tested.

4. Each project should select an individual who is familiar with testing procedures, ideally a member of the testing committee, who will coordinate all testing for each program.

5. Bilingual testing must be done by bilingual personnel.

6. Using the results of the language dominance tests, the migrant project will recommend specific child placement into bilingual or ESL programs within a school district.

Recap of Summer Testing Procedures - Second Results

The 1977 calendar year was one of growth for Pennsylvania Migrant Education. Refinements made to the recruitment system was one factor responsible for the increased number of student enrollments made into Pennsylvania's Migrant Programs. With increased enrollments, the pressure was on migrant staff to develop more effective programs on both a summer and a year-round basis. As can be concluded from the preceding evaluation report, effective, well-rounded summer programs were developed and carried out across the state.

The success of Pennsylvania's summer programs can be gleaned in part from the results of testing done during the summer of 1977 by the individual migrant projects. Testing was done, statewide, on a pre/post basis with three instruments: the Word Opposites Test of the Botel Reading Inventory (Follett, 1970); the Arithmetic Computation component of the Group Diagnostic Reading Aptitude and Achievement Tests (Monroe and Sherman, 1966); and the Faces Inventory (Anttonen, 1974).

TEST DESCRIPTION

The Botel Word Opposites Test, which was mandatory in all projects, is an estimate of word comprehension. With its two forms the test might be administered as an individual listening test in which the teacher reads the items to the students, or it may also be used as a group reading test. The teacher chooses (through observation of the child's language capabilities) the form most applicable. This instrument was selected for use in migrant programs because one form may be used with students ranging from pre-primer through senior high. There are 10 levels to the instrument, with each student beginning at the most elementrary level and working at his/her own pace to the most complex level possible. The frustration level applies when the student has less that 70% of correct items for two consecutive levels.

For the first time an arithmetic test was used statewide. Although implementation of the Monroe-Sherman Arithmetic Computation Test was optional the vast majority of migrant program sites used it on a pre/post basis. The instrument consists of arithmetic problems of varying degrees of difficulty in addition, subtraction, multiplication, division and decimal conversion. Administration of the test was done in an untimed, group fashion. Again, the student would work at his/her own pace completing as many questions as possible. The potential grade - equivalent scores range from a 1.0 grade level on the low side to a 10.5 plus on the high.

The Faces Test was the third measurement used. This optional assessment, which measured, on an untimed basis, the child's attitude toward school and its environment, was used by nearly one-half of the project sites. The measurement, slightly revised with the permission of the author to fit the needs of the migrant child and programs, was administered in small groups. Attitude items appear in both Spanish and English to accomodate language dominance in either. The child marks one of three faces (one with a smile, one with an apathetic expression, or one with a frown). The answers are weighted according to what is considered the most "positive" choice.

TEST RESULTS

In an attempt to glean all pertinent information from the statewide test scores Dr. Ralph G. Anttonen, Director of Educational Research, Millersville State College, compiled and computated all data. The following is taken from his final report:

- all projects using the Botel Word Opposites Test had a mean difference gain from pre to post testing, with the gain ranging from a high of 6.88 to a low of .52.

- results from Monroe-Sherman Arithmetic Computation Testing also show a pre to post mean difference gain between 1.09 and .05.

- the Faces Attitude Test results showed gains in two projects in which it was used and decreases in two others.

In addition to the separate project data analysis, an overall analysis for age level and sex was completed combining the various test results from across the state. Dr. Anttonen compiled the following conclusions:

- for the Botel Word Opposites test the age by sex breakdown groups had a pre-post gain. The highest gain (6.47) occuring in males ages 8-9 years and the least achieved (2.05) among males ages 12-15 years. It should be added that the overall female/male comparison revealed that females tended to score higher on both the pre and post tests.

- the Monroe-Sherman Arithmetic Test results of age by sex analysis reveal that 7 out of 8 age groups showed a mean difference pre-post gain. The largest gain was demonstrated by females ages 12-15. A slight decrease was revealed for males, ages 5-7. Overall comparison of males and females once again demonstrates females as having the largest pre-post gains.

- The Faces Attitude Assessment demonstrated gains in 5 out of the 8 age groups. The fact that the instrument is more clearly understood by older children is made obvious by the sizable gains for both sexes ages 12-15 as compared to the decreases experienced by the younger children (female and male).

Accordingly, it was concluded that mean difference gains from pre to post testing in the areas of Reading and Arithmetic occured in 15 out of 16 of the age by sex level data analysis breakdowns. The results of attitude analysis reveal a higher gain from pre to post for both male and female ages 9-15 years.

The results of summer statewide testing have added credence to the efforts made in each Migrant Program. In addition these findings have better equipped each staff member to provide each child with a more individualized program.